Division of Student Affairs, Boise State University
Annual Report 2015-2016

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Division of Student Affairs Vision, Mission & Values

VISION
As a result of our work every Boise State student is more self-aware, community oriented and prepared to change the world.

MISSION
Boise State University Student Affairs connects with students to provide vital services, resources, and learning opportunities, preparing them for work and life beyond the blue.

VALUES
In promoting the university’s shared values the Division of Student Affairs is:
- Focused first on every student’s growth and development;
- Civic minded and passionate about fostering diverse and inclusive communities;
- Committed to excellence, integrity and fiscal responsibility;
- Dedicated to service and continually evolving in all that we do.

Boise State University Shared Values
Boise State University and the Division of Student Affairs uphold the following values as the foundation for a civil and nurturing educational environment.

Academic Excellence
Engage in our own learning and participate fully in the academic community’s pursuit of knowledge.

Caring
Show concern for the welfare of others.

Citizenship
Uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.

Fairness
Expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.

Respect
Treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn’t resort to intimidation, coercion or violence to persuade.

Responsibility
Take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.

Trustworthiness
Demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

*This organization chart reflects the structure of the division at the end of FY16. For an up-to-date look at our organization, click here.
Student Affairs Council

Leslie Webb – Interim Vice President for Student Affairs
Jim Anderson – Associate Vice President for Enrollment Services
Adriane Bang – Director, Gender Equity Center
Jess Caldwell-O’Keefe – Associate Dean of Students
Kris Collins – Registrar
Diana Fairchild – Director, Financial Aid
Brian Garretson – President, ASBSU
Lynn Humphrey – Director, Student Affairs
Luke Jones – Director, Campus Recreation
Debbie Kaylor – Director, Career Center
Dean Kennedy – Director, Housing and Residence Life
Renee Rehder – Senior Associate Director, Enrollment Services
Francisco Salinas – Director, Student Diversity and Inclusion
Kris Sansing – Director, Student Life Marketing
Jeremiah Shinn – Assistant Vice President, Student Life
Kelly Talbert – Director, Admissions
Charlie Varland – Director, Student Involvement & Leadership Center
Chris Wuthrich – Dean of Students
# Division of Student Affairs 2015-2016 Financial Information

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>Approp</th>
<th>App FTE</th>
<th>Local Transfers</th>
<th>Local Revenue</th>
<th>Local FTE</th>
<th>Auxiliary Budgeted Revenue</th>
<th>Aux FTE</th>
<th>Total All Funds</th>
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</table>
Student Affairs Strategic Plan Update: Enhancing On-Campus Student Employment

2015 - 2016 Executive Summary

Introduction
The Enhancing On-Campus Student Employment strategic initiative continued to move forward during the 2015/16 academic year thanks to the dedication of a core group of original team members and the addition of two team members with new perspectives. The current team includes: Debbie Kaylor, Jess Caldwell-O’Keefe, Lisa Stuppy, Anne Evans, Erin Mahn, Luke Jones, and Diana Fairchild. This initiative is focused on how supervisors within the division work with their student employees and provides guidelines for how to make the most of the relationship between supervisors and student employees in order to more intentionally connect their work to their future goals.

After gathering data to create a comprehensive picture of student staffing and staffing practices within the division, identifying best practices in student employment from across the nation, and piloting a program based on our findings; we moved forward in 2015/16 with a vision and practices that best fit the needs of Boise State University.

Summary
Following the pilot program conducted in the spring of 2015, we recognized that enhancing the on-campus student employment experience at Boise State would require a culture shift involving buy-in and support from all levels of the division. Our first order of business during the 2015/16 academic year was to meet with departments to gain an understanding of how they are currently utilizing student employees, and identify the questions and challenges they have related to supervising student employees. After gaining a solid understanding of what is currently being done, the concerns that exist, and the support that is needed, we recognized that supervisors of our student employees were the key stakeholders and that flexibility was going to be critical for the success of the program.

In order to help supervisors develop successful supervisory relationships, we drew from current practice within the division and developed new resources that would help to enhance the employment experience for our student employees. A website was created dedicated to on-campus student employment.

Highlights of the website include:
- A New Hire Orientation slide deck ready for departmental use when onboarding new student employees
- A student employee performance evaluation process, including an initial feedback form, a performance evaluation template, and a professional skills evaluation
- Intentional conversation starters
- Skill articulation worksheets

Additionally, we developed and facilitated a Student Affairs Supervisors Orientation. Six workshops were offered in the spring of 2016 with 90% of supervisors within the division
participating. The orientation focused on what student employees should expect working in the
Division of Students Affairs, including a new hire orientation, intentional conversations helping
students connect their work to their education and future goals, and performance evaluations.
Resources were shared with supervisors with a major emphasis placed on intentional conversations
and the value of connecting with student employees beyond the day-to-day job. Role-play and/or
small group discussion were used to help supervisors get more comfortable with intentional
conversations, and with sharing ideas and expertise. Evaluations of these orientations were very
positive with most participants stating that they appreciated the time to learn how others are
making the most of their relationships with student employees and identify best practices that they
could incorporate into their supervisory style.

**Moving Forward 2016 – 2017**
The next step in this initiative is to assess student employees at the end of each semester to
understand if this initiative is having the intended impact. A Qualtrics survey will be sent to all
student employees in the Division of Student Affairs to gauge their perceptions of their
employment experience and its connections with their future goals.

The Student Affairs Supervisor Orientation will be reviewed and continue to be offered
intermittently to those new to supervision of student employees within our division.

Periodically we will offer reminders and tips to supervisors via email in order to maintain the intent
of this initiative.

A list of professional development opportunities that exist across campus will be developed so
supervisors can refer students to those opportunities that might be of benefit to them.
We are looking at optional opportunities to continue the conversation around enhancing the
student employment experience and helping supervisors become more adept at helping students
make connections between their on-campus jobs and their post-graduation goals.
Student Affairs Strategic Plan: Strategic Messaging

2013-2015 Executive Summary

Introduction
The purpose of the “Strategic Messaging” initiative was to create more intentional, consistent and clear marketing and communication throughout the Division of Student Affairs. Five focus areas of messages emerged:

- Students
- Staff
- Recruitment
- Marketing
- Articulation of the divisional “Why”

The “Strategic Messaging” group inventoried all mechanisms for communication during summer 2014 and presented the findings to the Student Affairs Committee in fall 2014.

Student Affairs worked with New Student & Family Programs (NSFP) to host an Orientation Presenter Series in summer 2014 to assist departments in articulating their “why” to incoming students and parents.

Summary
As a result of the work above, we have reorganized divisional marketing and communications efforts. Admissions has implemented a comprehensive plan that tailors messages to the unique needs and interests of Idaho residents, non-residents, underserved students (e.g. low SES), high-achieving students, transfer students, and international students.

Student Affairs Marketing (SAM) has engaged with departments in the division to build more intentionality and focus into existing and forthcoming marketing efforts.
Moving Forward 2016-2017
As a result of our work:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit consistent, intentional methods of job posting, recruitment, on-campus visits, interviewing, hiring and orientation of new staff.</td>
<td></td>
</tr>
<tr>
<td>Have a redesigned recruitment/marketing campaign for the 2017 class.</td>
<td></td>
</tr>
<tr>
<td>Establish protocol for ensuring intentionality, consistency and quality of marketing materials (print, web, social media, video, etc.)</td>
<td></td>
</tr>
<tr>
<td>Engage with focus groups to determine relevance of existing and future messaging.</td>
<td></td>
</tr>
</tbody>
</table>
Student Affairs Strategic Plan:
Provide comprehensive professional development to all staff.

2015-2016 Executive Summary

Introduction
The professional development strategic plan objective, now in its third year, seeks to develop and implement comprehensive professional development to all staff within the Division of Student Affairs. A committee of Student Affairs staff met regularly throughout the 2015 - 2016 academic year to identify existing professional development programs, coordinate a New Hire Orientation program, a webinar, work on the Boise Confab, and explore new opportunities.

Assessment
With recent changes in leadership and a Divisional effort to focus on specific goals, the professional development committee has taken time to ask and explore several strategic questions, including:

- Who ought we be focused upon when creating development opportunities?
- What types of development are most needed right now given the emerging goals of the division?
- How can we use expertise on campus to create a first-in-class development program for student affairs professionals?

The committee looked at the NASPA/ACPA professional competencies and considered perceived needs of staff before brainstorming more than 20 possible developmental outcomes that are beneficial both at broad and specific levels. In an attempt to focus our work in the future we asked, “What development outcomes matter most to us now and would help our staff be more effective, achieve Divisional goals, and develop as professionals?” As we carefully considered this question several key themes emerged. These themes are detailed below:

**THEME 1: Be experts on our students.**
Student Affairs staff need a development plan that helps them understand Boise State students on a deeper level beyond simple statistics. Staff members need to know where students come from, their challenges in persistence and academic success, as well as barriers to a developing a sense of belonging. At any time, a Student Affairs staff member should feel confident in their ability to clearly articulate to campus partners our student “personas” based on empathy gained and insights into our students’ real needs.

**THEME 2: Be confident in applying retention strategies.**
Student Affairs staff need development opportunities that provide for a base knowledge of effective retention strategies based on sound research. Further, our staff members need to connect these strategies to their work on campus and to the needs specific to Boise State’s students.
THEME 3: Understand the student employability skill-set.
Student Affairs staff need to be conversant in current work on 21st century skill-set, employable work skills, and other models that will guide our work in helping students to gain the skills that today’s employers expect from college graduates.

THEME 4: Be confident in creative problem solving.
To meet the needs of students, Student Affairs staff need a creative problem-solving framework that is focused upon a human-centered design philosophy, rooted in gaining empathy, and accelerated by working in cross-department teams to quickly apply insights gained, develop experiments (interventions/prototypes), and integrate feedback into existing or new programs. Content and expertise exists on campus for equipping staff with strategies for gaining empathy, identifying and articulating needs, brainstorming solutions, and testing and incorporating feedback.

THEME 5: Be proficient in setting and measuring learning outcomes.
Student Affairs staff members need to continue to develop a proficiency in setting and assessing learning outcomes associated with their programs.

Moving Forward 2015-2017
Our recommendation moving forward is for the professional development committee to continue to coordinate outside experts and webinars on current issues facing higher education as needed. However, we also recommend that this committee spend time on one or more of the above themes to develop content. For example, the group might be tasked with doing research on our student population that would be used in future development programs.

Further, we recommend that this group, or a subset of the group, partner with others on campus to develop content that could be incorporated in future development programs. This content could then be integrated in programs like: a new professionals institute, new employee orientation, a “Retention 101” course, an employable skills workshop, or a creative problem-solving “boot camp.”

A unique opportunity exists in which to build a set of experiences that would allow staff to understand and gain empathy for students, apply insights gained to their work, and adopt a new way of working that unleashes creative potential. It is our hope that all of this might allow our staff to develop and test programs and services quickly as they work towards their strategic goals.
Departments Reporting to the Associate Vice President for Student Affairs

Campus Recreation

**Mission**
We build an engaged community that encourages healthy, active people and enhances student success.

**Outcomes**
As a result of the work that we do, members of our campus community:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know about and take part in healthy “active” habits</td>
<td>Fitness, Outdoor Programs, Aquatics, Student Recreation Center, Climbing Wall, personal training</td>
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<tr>
<td>Participate in opportunities to be active in Boise’s natural environment</td>
<td>Outdoor programs trips, rental center and workshops</td>
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<tr>
<td>Are increasingly confident in trying new health related activities</td>
<td>Fitness open classes, personal training, challenge programs</td>
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<td>Develop strategies for managing and mitigating stress</td>
<td>Mindfulness classes workshops</td>
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<td>Set and achieve goals related to their wellness/health</td>
<td>Health and Fitness challenges, personal training</td>
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<td>Have the opportunity to connect to and deepen relationships with one another</td>
<td>Outdoor program, Intramurals, Club Sports, Fitness classes</td>
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<td>Feel connected to a recreation community</td>
<td>Online engagement, outdoor program, Intramurals, Student Rec Center</td>
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<tr>
<td>Understand the role of play and recreation across cultures</td>
<td>Intramurals, Outdoor Program</td>
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<td>Student employees demonstrate transferable work skills</td>
<td>Student Employee Training Program</td>
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<tr>
<td>Exhibit higher levels of academic performance</td>
<td>Regular use of facilities and programs</td>
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</table>
2015-2016 Assessment

Outcome
Learn about and take part in healthy “active” habits.

Designed Experience
- Recreation Facility Usage
- Fitness programs
- Pool
- Outdoor Programs
- Intramurals

Assessment Method
Campus Recreation tracks data and demographic reports from the registrar’s office.

Data Analysis
Quantitative-Statistical

Results
- 40,792 uses in the aquatics complex
- 18,262 uses of fitness classes
- 90 participants in premium instructional fitness programs
- 81 participants in personal training program
- 330,379 turnstile counts
- 12,602 unique visitors
  - 77% (9,690) are students
- Average of 912 users/day
- Increase of 20% participation in IM sport leagues (1,856 FY16 participants vs. 1,085
  FY15, largest increase was in senior (+200 participants)
  - 57% retention rate of IM participants, 67% for junior and seniors

Use of Results
Demonstrate the impact of regular healthy activity and campus recreation.
2016-2017 Executive Summary

Introduction
This year was a time of organizational restructuring and staff building. During this time, Campus Recreation was focused on five objectives for FY16.

1. Improve the customer experience
2. Increase participation in programs
3. Optimize non-student fee revenue
4. Improve student hiring and training programs
5. Improve processes

Assessment
Each program area within Campus Recreation provided data on participation rates in the areas of: fitness classes, personal training, outdoor trips, and the facility usage. This data helps to establish a baseline to determine how many students are being exposed to healthy activity, taking part in community building activities, and learning about healthy habits. Further, some program areas (such as intramurals) have started to gather demographic data related to their program participants, which will provide insights into which students are (and are not) accessing programs and services.

Results
Usage data showed that access overall to the facility increased from FY15 in terms of number of individual users and total number of students. There was strong growth in the intramural sports program especially among seniors. The number of individuals accessing the aquatics complex decreased (-8.4%) likely due to mechanical issues with the pool that reduced hours and negatively impacted the customer experience.

Moving Forward
Campus Recreation will be redesigning the employee evaluation process so that we are able to consistently and electronically capture the development of employable work skills as students employees are trained and coached while employed with the department. Those skills include:

- Contributing to a team
- Analyzing evaluating and interpreting information
- Taking initiative
- Problem solving
- Managing time and priorities
- Thinking critically
- Performing with integrity
- Effective communication
- Building and sustaining working professional relationships

Future assessment will measure the quality learning and seek to create a stronger link between participation and healthy outcomes.
# Career Center

## Mission
The Career Center assists students and alumni with the career exploration and planning and job search processes. We facilitate positive partnerships and engagement opportunities among students, alumni, faculty, and employers.

## Outcomes
As a result of our work:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Programs/Services</th>
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<tbody>
<tr>
<td>Students understand how to identify career options based on their interests, skills, abilities, and values. (Year 2)</td>
<td>One-on-One Career Counseling appointments Make College Count! Modules Workshops/Classroom Presentation</td>
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<td>Students understand the need for professional skills. Students understand how to gain professional skills. (Year 1)</td>
<td>Make College Count! Orientation Presentation One-on-One appointments Make College Count! Modules Workshops/Classroom Presentation Virtual Career Center resources</td>
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<td>Students describe how their in- and out-of-classroom experiences helped them develop the skills critical to employability. (Year 2)</td>
<td>One-on-One appointments Make College Count! Modules Workshops/Classroom Presentation Skills Videos</td>
</tr>
<tr>
<td>Students implement the steps in a successful job search (Year 4)</td>
<td>One-on-One appointments Employer networking events (Career Fair, MTE) Workshops/Classroom Presentations</td>
</tr>
<tr>
<td>As a result of participating in an Internship….</td>
<td>End of Course Evaluations</td>
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<tr>
<td>1. students are able to see growth in skills critical to employability (Year 3)</td>
<td></td>
</tr>
<tr>
<td>2. students are able to gain more clarity around career goals (Year 3)</td>
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<tr>
<td>Regional employers identify the services and programs available to assist them in connecting with students (Year 4)</td>
<td>One-on-One appointments w/employers Employer Newsletter</td>
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</table>
Regional employers use the services and programs to connect with students (Year 5)

<table>
<thead>
<tr>
<th>BroncoJobs</th>
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<tbody>
<tr>
<td>On Campus Recruiting</td>
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<td>Employer Events</td>
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Faculty and staff engage students in career planning discussions (Year 3)

<table>
<thead>
<tr>
<th>Make College Count! resources (Advisor Resource Guide, Focus Groups, Newsletters)</th>
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</thead>
<tbody>
<tr>
<td>One-on-One appts w/faculty</td>
</tr>
<tr>
<td>Dept. meetings</td>
</tr>
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2015-2016 Assessment

Outcomes
Students understand how to identify career options based on their interests, skills, abilities, and values.

Students describe how their in- and out-of-classroom experiences helped them develop the skills critical to employability.

University Learning Objective
Objectives 1-6.

Programs/Services
One-on-One Career Counseling Appointments
Skill Articulation Workshops

Methods
Post-appointment survey conducted 2 times per year.
Post-workshop evaluations.

Data Analysis
Quantitative, descriptive statistics. Open-ended questions.

Results
As a result of counseling appointments:
- 90% of students felt their knowledge of the role of self-knowledge in the career planning process increased
- 98% of students felt their knowledge of resources to identify career options increased
- 95% agreed that they were provided with useful information to assist them in identifying a major or career path

As a result of workshops, students rated their ability to do the following an average of 1.29 points higher (on a five point scale):
- talk about the experience in a way relevant to employers
- understand the professional skills employers are seeking in new college grads
- use the experience to enhance their story
Use of Results

For Appointments:
Internal Use: Refine counseling approach and content as needed.
External Use: Use for marketing our services to students, parents, and faculty/staff.

For Workshops:
Internal Use: Refine counseling approach and content as needed.
External Use: Use for marketing our services to students, parents, and faculty/staff.

Executive Summary

Introduction
Make College Count! (MCC) entered its second full year during the 2015-2016 academic year. The focus of MCC continues to be providing programs and services that embed career exploration and planning into the college experience in order to proactively address the career related questions and challenges of our students.

In addition to assessing specific learning outcomes the Career Center also had specific goals related to MCC:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incorporate Make College Count! modules into at least 5 first-year courses</td>
<td>• Incorporated Make College Count! into 15 first-year courses impacting 2100+ students</td>
</tr>
<tr>
<td>• Identify and implement 8 new opportunities for Skill Articulation Workshops</td>
<td>• Facilitated Skill Articulation Workshops with four new groups of students.</td>
</tr>
<tr>
<td>• Partner with AAE to define processes for using modules and workshops with first and second year students, at-risk students, and major changers</td>
<td>• Facilitated MCC Advisor training for all peer and new advisors. Introduced Vault to University Advising Network. Did not identify specific interventions for at-risk students and major changers</td>
</tr>
<tr>
<td>• Encourage incoming students to complete modules prior to arriving on campus</td>
<td>• Offered to students at orientation with very limited success</td>
</tr>
<tr>
<td>• Integrate modules and workshops into the Career Center appointment triage program</td>
<td>• Students seeking appointments are offered these interventions, but the majority still opt for one-on-one appointment even though a longer wait</td>
</tr>
</tbody>
</table>
Develop and pilot a Virtual Career Center to better facilitate the delivery of on-demand services and allow us to expand our reach while serving students more efficiently.

The overall Career Center website experienced a 14% increase in pageviews between 2014 and 2015. Total pageviews for the Virtual Career Center were 9582.

2016-2017 Assessment

This year the Career Center focused on two learning outcomes:

- Students understand how to identify career options based on their interests, skills, abilities, and values
  - Focused specifically on one-on-one career counseling appointments

- Students describe how their in and out of classroom experiences helped them develop the skills critical to employability
  - Focused specifically on our Skills Articulation Workshops offered throughout the university

Results

Learning Outcome
Students understand how to identify career options based on their interests, skills, abilities, and values

The Career Center asked students to evaluate their career counseling appointments. We surveyed students who came in for appointments during October and March. During these months, there were a total of 102 unique career counseling appointments, 41 surveys were returned for a 40% response rate.

Summary
Students from every college as well as undeclared students are represented in these responses. As a result of their career counseling appointments, students felt their knowledge increased in the following ways:

- 90% of respondents felt their knowledge of the role of self-knowledge in the career planning process either increased or significantly increased
- 98% of respondents felt their knowledge of the resources available to identify possible career options either increased or significantly increased
- 95% of respondents agreed or strongly agreed that the appointment provided them with useful information to assist them in identifying a fitting major and career path

When asked what specific actions students intended to take as a result of their appointment, taking or further use of SIGI (our career assessment tool) was the overwhelming response followed by intentions to further explore career options and continue seeking the services of the Career Center and other resources on campus.
Learning Outcome
Students describe how their in- and out-of-classroom experiences helped them develop the skills critical to employability

The Career Center hosted Skill Articulation Workshops throughout the 2015-2016 academic year. Two of our larger audiences for these workshops were students who attended the Boise State Symposium and students who studied abroad.

The objective of these workshops was to bring awareness and understanding of employers’ expectations for professional skills beyond a major and to help students use their experiences beyond the classroom to tell a compelling story to employers.

Overall, students rated their understanding, knowledge of, and ability to articulate skills an average of 1.29 points higher (on a five point scale) in all areas assessed after attending one of these Skills Articulation Workshops. The largest areas of growth came in a student’s ability to talk about an experience in a way that is relevant to employers and their ability to use their experience and skills gained in their job search.

Moving Forward 2016-2017
Assessment continues to point toward positive outcomes for those students who voluntarily participate in our interventions. While progress was made toward embedding MCC into the student experience, the challenge remains on how to embed career exploration and planning on a larger scale to reach those students who do not voluntarily seek out this information.

Continued efforts will be put toward engaging faculty and staff in sharing the Make College Count message with students and providing them with opportunities to intentionally embed career education in their classrooms and experiences:

- Facilitate two Center for Teaching and Learning Workshops focused on embedding Career Related Learning Outcomes in the Classroom
- Continue our work with Foundational Studies to embed career education into the UF course
- Identify new opportunities in upper division courses to embed career education
- Co-Teach two professional-focused courses within the College of Innovation and Design
- Identify opportunities within the Division of Student Affairs to embed Career-Related Learning Outcomes
- Identify opportunities for consistently assessing student experiences within the Division of Student Affairs to develop a story around skills critical to employability
- Develop University and Life Planning (ACAD 108) as an online course. Offer in Fall 2016 as part of ACAD.

Additionally, in partnership with Academic Affairs, we will be assessing the career-related learning outcomes for the Internship Program through End of Course Evaluations. Focused will be placed on student growth in skills critical for employability and the internships value in clarifying career goals.
Housing and Residence Life

**Mission**
Housing and Residence Life provides a vibrant residential experience that promotes inclusiveness, learning, academic excellence, and meaningful relationships.

**Outcomes**
As a result of the work we do:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Programs/Services</th>
</tr>
</thead>
</table>
| Students are able to describe their personal characteristics (including, but not limited to background, identities, communication style, learning styles, strengths, skills, etc.) that influence how they act, make decisions, and interact with others. | Roommate Agreements  
Residence Life Intentional Interactions  
Model  
Living Learning Communities  
Conduct Process                                                                                                                                 |
| Students are able to apply critical reflection and problem solving strategies to everyday situations.                                                                                                     | Residence Life Intentional Interactions  
Model  
RHA/NRHH/hall council  
Roommate agreements  
Building safety and security  
Room and community cleanliness  
Financial knowledge and stewardship                                                                                           |
| Students are able to describe how they influence others and the communities in which they live/interact.                                                                                               | Roommate Agreements  
RHA/NRHH/Hall Council  
Residence Life Intentional Interactions  
Model  
Living Learning Communities  
Building cleanliness and safety                                                                                                         |
| Students develop the life skills to navigate resources and live independently.                                                                                                                           | Financial Stewardship  
Submitting Work Requests                                                                                                                                                                                 |
| Students are able to demonstrate the ability to understand, appreciate, and connect to others.                                                                                                          | Residence Life Intentional Interactions  
Model Roommate Agreements  
Living Learning Communities  
RHA/NRHH/Hall Council                                                                                                                         |
2015-2016 Assessment

Outcome
1. Students are able to describe their personal characteristics (including, but not limited to background, identities, communication style, learning styles, strengths, skills, etc.) that influence how they act, make decisions, and interact with others.

Program/Service
- Roommate Agreements
- Res. Life Intentional Interactions Model
- Living Learning Communities
- Residential Student Conduct Process
- Reminder Letters from Business Office

Method
- Annual Skyfactor Survey, voluntary participation
- Living Learning Community (LLC) Faculty in Residence (FIR) End-of-Year Reports
- Residential Conduct Meetings Data from Advocate (conduct database)
- Business Office Data (from PeopleSoft)

Data Analysis
- Skyfactor Data
  - Quantitative – descriptive statistics (0-7 satisfaction Likert Scale)
  - Qualitative – narrative responses
- FIR End-of-Year Reports
  - Quantitative – descriptive statistics
- Residential Conduct Meetings
  - Quantitative – descriptive statistics
- Business Office Data

Results
- Skyfactor Data
  - Satisfaction w/ Personal Interactions 5.39/7.0
    - An increase of .07 over 2014-15
  - Learning about Diverse Interactions 5.08/7.0
    - A decrease .07 from 2014-15 (not statistically significant)
  - Learning about Self-Management 5.03/7.0
    - A decrease of .05 from 2014-15 (not statistically significant)
  - Learning about Alcohol/Drug Use 4.99/7.0
    - A decrease of .1 from 2014-15 (statistically significant)
- FIR End-of-Year Reports
  - 95.6% of LLC students persisted through the academic year
    - increase from 94% for 2014-15
- Residential Conduct Meetings
  - 78% of residential students in the conduct process only had one incident they were allegedly involved in
  - 77% of students in the conduct process “met” or “integrated with” learning outcomes

Use of Results
- Engaged in Inclusive Excellence assessment/inventory and will increase diversity/social justice training for department at all levels
- Increase level of reflective, restorative justice based conversations and sanctions in community standards process
- Enhance the Intentional Interaction model for how RAs interact with residents
- Developed alcohol use and perception survey administered to students to understand use and consumption
- Adding an additional LLC to our inventory; with a faculty-out-of-residence compone

Outcome
4. Students develop the life skills to navigate resources and live independently.

Program/Service
- Room Assignment/Change Process
- Financial Stewardship
- Submitting Work Requests
- Summer Conferences Student Employee Retention

Method
- Annual (Skyfactor) Survey, voluntary participation
- Work Order data (from TMA - Work Order System)
- Guest & Conference Services Student Employment Retention Analysis

Data Analysis
- Skyfactor Data
  - Quantitative – descriptive statistics (0-7 Likert Scale)
  - Qualitative – responses
- Work Order Data
  - Quantitative – descriptive statistics
- Guest & Conference Services Data
  - Quantitative – descriptive statistics

Results
- Skyfactor Data
  - Satisfaction w/ staff 5.97/7.0
    - An increase of .2 from 2014-15 (statistically significant)
  - Satisfaction w/ Services 5.37/7.0
    - An increase of .28 from 2014-15 (statistically significant)
  - Room Assignment or Change Process 5.25/7.0
    - An increase of .16 from 2014-15 (statistically significant)
Learning about Self-Management - 5.03/7.0
  ▪ A decrease of .05 from 2014-15 (not statistically significant)
Satisfaction w/ Facilities - 5.35/7.0
  ▪ A decrease of .02 from 2014-15 (not statistically significant)

Work Order Data
  o 8,332 Work requests submitted
    ▪ A decrease from 14-15 of 261 requests

Guest & Conference Services Data
  o 29% staff retention rate from Summer 2015 to Summer 2016
    ▪ A decrease of 8% from 14-15

Use of Results
  ● License/Lease petition process has been moved online to be easier and faster
  ● Room assignments will be made based on application date primarily, and then RoomSync matching
  ● Customer service survey added to TMA request, as well as student/client email to get their feedback
  ● Implement student-staff experience survey for Guest & Conference Services staff

Executive Summary

Introduction
Housing & Residence Life serves Boise State by providing support and oversight for approximately 2,500 students who live on campus in traditional residence hall, suite-style, townhome, and apartment units. With about 66% of our residents identifying as First Year students, our department focuses on intentional approaches to support these students through their transition to college, as well as encouraging them to connect with other students and utilize campus resources designed to foster their success.

Assessment
Housing & Residence Life staff focus on operationalizing five learning outcomes that encompass all functional areas within the department:

1. Students will be able to describe their personal characteristics (including, but not limited to background, identities, communication style, learning styles, strengths, skills, etc.) that influence how they act, make decisions, and interact with others.
2. Students will be able to apply critical reflection and problem solving strategies to everyday situations.
3. Students will be able to describe how they influence others and the communities in which they live and interact.
4. Students will develop the life skills to navigate resources and live independently.
5. Students will be able to demonstrate the ability to understand, appreciate, and connect to others.

In addition to analyzing data gathered through reports and databases (TMA, Advocate, PeopleSoft, etc.), most of the qualitative and quantitative data received during the 2015-2016 was gained from Skyfactor (formerly called Educational Benchmarking Inc.). In November 2015, students
voluntarily took this survey, (lasting approximately 20-30 minutes) of about 100 standard questions and 20 institution-specific questions. Our response rate was 38%.

Results
This year’s Skyfactor data reflected the positive impact Housing and Residence Life is having on overall student satisfaction, learning, and programmatic effectiveness when compared to previous year. Additionally, we are in close correlation with comparative institutions.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Satisfaction</td>
<td>5.39</td>
<td>5.37</td>
<td>5.49</td>
<td>Increase by .12 (statistically significant)</td>
</tr>
<tr>
<td>Overall Learning</td>
<td>4.76</td>
<td>4.98</td>
<td>5.16</td>
<td>Increase by .18 (statistically significant)</td>
</tr>
<tr>
<td>Overall Program Effectiveness</td>
<td>4.92</td>
<td>5.05</td>
<td>5.21</td>
<td>Increase by .16 (statistically significant)</td>
</tr>
</tbody>
</table>

In addition to this summative data and as shared through the results above related to two of our department learning outcomes, Housing and Residence Life continues to demonstrate growth and development in providing a meaningful and intentional experience for students choosing to live on campus. These additional data points exemplify the efforts put forward by student and professional staff:

- Average Resident GPA has increased .202 over the past three years
- RA Average GPA has increased .13 over the past three years
- Converted University Square from apartments to First Year bed spaces, adding 300 beds accessible to First Year and Sophomore and Above students in traditional license agreements; with a total increase in bed spaces of about 100 beds
- Increase in student leader applications
  - Increase from 137 to 186 applications for the RA position (2015-2016 academic year to the 2016-2017 academic year, respectively)
  - Increase from 12 to 33 applications for the PA position (2015-2016 academic year to the 2016-2017 academic year, respectively)
  - Increase from 15 to 23 applications for RHA Executive Board positions (2015-2016 academic year to the 2016-2017 academic year, respectively)
- There has been a 200% increase in the number of "Of The Months" (OTMs) from this year to last year. OTMs are ways for members in our community to recognize individuals, communities, and/or programs that benefit students who live on campus.
- Awards received:
  - Kevin Israel received the Lifetime Achievement Award from AIMHO (Association of Inter-Mountain Housing Officers) at the November 2015 conference
  - Lincoln Townhomes won Residential Community of the Month for October 2015 for NACURH (National Association of College and University Residence Halls) – this is a national award from a national student leadership organization
  - Two IACURH awards (Inter-Mountain Association of College and University Residence Halls) – regional student leadership organization
- Advisor of the Month, January 2016
- Organization of the Month, January 2016
- As of June 22, for the 2016-17 academic year, Housing and Residence Life has received:
  - 1891 First Year student housing applications (up from 1626 last year)
  - 575 Returning housing applications (up from 497 last year)
  - 148 new non-traditional housing applications (down from 185 last year)
  - Overall, this is an increase of 13% from last year at this time; and cancellations are down 12%
  - 447 LLC applications for 187 resident spaces (last year we had 53 at this time)

**Moving Forward 2016-2017**
Every department staff member has worked together over the past year to develop a comprehensive assessment strategy where all functional areas identified 2-3 learning outcomes to be assessed in 2016-2017 – grounded in the department learning outcomes and University Learning Outcomes. Through existing assessment collection methods (with few additions), data will be collected and evaluated in order to sustain data-driven decisions to continually improve our residents’ experiences living on campus.
Student Affairs Marketing

Mission
We facilitate a cohesive and consistent voice for the division of student affairs.

Outcomes
As a result of the work that we do:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Division of Student Affairs has a cohesive, consistent message.</td>
<td>Divisional communications strategy</td>
</tr>
<tr>
<td>Student Affairs departments have a cohesive, consistent message aligned with the divisional message.</td>
<td>Divisional/department communications strategies, Training</td>
</tr>
<tr>
<td>Department messages and materials are perceived as professional and relevant to the target audience.</td>
<td>Divisional/department communications strategies.</td>
</tr>
<tr>
<td>Student Affairs staff know how to best make use of marketing expertise to communicate their own programs and services.</td>
<td>Staff training, One-on-one coaching</td>
</tr>
<tr>
<td>Student interns/employees are prepared for professional-level work after graduation</td>
<td>Internship experience, Student training</td>
</tr>
</tbody>
</table>

2015-2016 Assessment

Outcome
5. Student interns/employees are prepared for professional-level work after graduation.

Program/Service
Internship experience

Method
Exit interview with student.

Data Analysis
Qualitative data based on personal reflections.

Results
Students report high satisfaction with experience, skills learned and available mentoring. Feel they have experience their classmates don’t, which will put them ahead in the job search.
Outcome
5. Student interns/employees are prepared for professional-level work after graduation.

Program/Service
Student Training

Method
Skill development during internship

Data Analysis
Speed and sophistication of design at first day vs. last day

Results
Students developed many designs used in their professional portfolios, offering potential employers work completed outside the classroom. One student had spent three years within the department and another had spent one year. Both began with good software skills, concept development skills were at beginner level, design skills at advanced beginner. At the end, all skills had grown. In addition, students learned how to work with printers, adapt to multiple supervisors, and communicate clearly with divisional partners.

Outcome
5. Student interns/employees are prepared for professional-level work after graduation.

Program/Service
Student Training

Method
Post-graduation job status

Data Analysis
Status of student employment, post-graduation

Results
One student was accepted to three Masters programs. The other had a job offer and began professional graphic design position two weeks after graduation.
Executive Summary

Introduction
It's been a number of years since Student Affairs Marketing conducted a review of the graphic design internship program. Two student designers were set to graduate at the end of the year so post-graduation status could be effectively tracked.

Assessment
The department has five outcomes and one was assessed this year:
5. Student interns/employees are prepared for professional-level work after graduation.

The following assessments were used:
- Exit interview
- Personal reflections from students
- Evaluation feedback from supervisor(s)

Results
Evaluation feedback from supervisor(s) and by professional graphic designers showed a significant increase in concepting ability for one student, who had been employed by Student Affairs Marketing for three years (Glenna). Her layout skills, including typography, also improved markedly.

In her exit interview Glenna indicated her improvement was the result of constant feedback from all members of the design team, a regularly scheduled design team meeting focused on creativity and feedback, and from the approximately 75 projects she completed during her three years. She also had to adapt to the styles of three different supervisors and a new project manager. She learned how important clear communication is in the workplace. Glenna had a job offer before she graduated.

Moving Forward
The graphic design internship will continue to be a part of the Student Affairs Marketing department with some minor changes. A new promotion coordinator/art director, and a shift in focus for the SAM team will likely result in minor changes, The continual feedback loop, focus on concepting and typography, and para-professional role will continue.
Student Diversity and Inclusion

Mission
The unit of Student Diversity and Inclusion includes the offices of International Student Services, Multicultural Student Services and the MLK Living Legacy Committee. These resources work to continually increase the recruitment, retention and persistence to graduation of underrepresented minority students and international students through direct services, programs, training and consultation.

Outcomes
As a result of the work that we do:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Programs/Services</th>
</tr>
</thead>
</table>
| 100% of underrepresented minority students are retained from year to year at Boise State University | Direct services to URM students (as needed)  
First-forward Peer Mentor Program  
Multicultural celebratory/awareness raising programming  
Power, Privilege and Oppression training |
| 100% of international students are retained from year to year at Boise State University | Direct services to INT students (as needed)  
International Student Orientation program  
International celebratory/awareness raising programs  
Serving International populations trainings |
| 100% of underrepresented minority students graduate from Boise State University | Direct services to students (focus on academic success)  
Support for multicultural student clubs and organizations  
Consultations with campus partners |
| 100% of international students will graduate from Boise State University | Direct service to students (focus on academic honesty and immigration compliance)  
Support for international student clubs and organizations  
Consultations with campus partners |

2015-2016 Assessment

Outcome
100% of underrepresented minority students are retained from year to year at Boise State University.

Service/Program
Multicultural celebratory/awareness raising programming

Method
Volume of activity/participants

Data Analysis
41 events/5298 participants

Results
This is a higher volume of activity than we’ve had in the past and larger events are more attended. There is a window to focus on particular community building.

Use of Results
The campus is supportive of and welcoming to community building events. In an environment where certain populations may benefit more from this, we will refine our targets.

Outcome
100% of underrepresented minority students are retained from year to year at Boise State University.

Service/Program
Power, Privilege and Oppression and other trainings

Method
Volume/type of activity

Data Analysis
17 training sessions/457 participants trained

Results
Our training schedule has become fuller and there are new campus partners to work with. There is an opportunity for us to do more with additional staff.

Use of Results
Our campus colleagues are more and more interested in this. We need to raise the profile of our offerings and package them accessibly.

Outcome
100% of underrepresented minority students graduate from Boise State University.

Service/Program
Support for multicultural student clubs and organizations

Method
Volume of clubs supported/ways in which they are supported

Data Analysis
92 student clubs and organizations supported through monthly advising, program implementation, co-sponsorship or promotion.

**Results**
There is more club activity and our communities are growing.

**Use of Results**
We have more supported club activity than ever. We will be enhancing staffing to increase our focus on African-American and Native-American Populations and working closely with institutional efforts to support the Latino community.

**Outcome**
100% of underrepresented minority students graduate from Boise State University.

**Service/Program**
Consultations with campus partners

**Method**
Volume of consultations/partners

**Data Analysis**
60 partners consulted with both on and off campus

**Results**
We serve a special function balancing the connection between on campus under-represented communities and their community off-campus.

**Use of Results**
We have an opportunity to serve as a broker to build relationships between on and off campus entities and should endeavor to do this.

**Executive Summary**

**Introduction**
Student Diversity and Inclusion is invested in the growth and success of underrepresented minority students and the dispersion of the resource base on campus to equip our campus partners to help facilitate this along with us. Our work spans all parts of campus in which students engage, thus our approach is necessarily comprehensive. In order to prioritize limited resources, we focus on four primary strategies: (1) direct service to students (2) diversity-related programs and events (3) training, and (4) consultation.

Over the last year we have seen the re-assignment of the International Student Services component of Student Diversity and Inclusion to the developing Center for Global Education in the division of Academic Affairs. There will remain a group of mutually supportive activities in place emphasizing the growth and reinforcement of a diverse community on campus, but the structural relationship has changed. Multicultural Student Services and the MLK Living Legacy Committee
will continue to unify efforts and outcomes. Our target populations continue to grow and our efforts will be to continue to support this growth and to help campus become more effective at retaining and graduating these populations through our methods identified above.

**Assessment**

This year we focused on developing capacity for communication, developing support for targeted populations and defining the nature of support for students through our First Forward first-generation student program. We increased the impact and involvement of our training programs and our involvement of students through support of clubs and organizations. Results from our efforts suggest that we could have greater effect with increased investment in our direct outreach to students that would benefit from more sustained contact with us and a structural redefinition partnering with other campus entities to support the success of first generation students.

**Results**

We are growing in terms of both influence and connectedness and we need to build upon this with increased focus and sustained attention. The First-Forward program is ripe for creative development as is our support for direct impact on students through a co-hort communication strategy focused directly on retention. Our population of underrepresented minority students has grown, as has our community of clubs and organizations associated with these students. This growth signifies an opportunity for us to reinforce connectedness and the development of community as well as beginning to influence the culture of that community as it continues to be defined.

**Moving Forward**

We will reinforce our First-Forward program through increased connectedness with campus partners and increased communication with this population. We will also hire on a new full-time professional position dedicated exclusively to developing and implementing a strategy aimed at increasing our retention of students from underrepresented populations. The operation of this position will be built on two primary operational pillars. The first will be data retrieval and monitoring aimed at identifying the most salient retention challenges for this population. The second pillar will be regular communication with this target population as a set of defined cohorts. We will continue to offer campus wide training on the principle of “inclusive excellence” which support the growth of skilled and motivated campus partners to healthfully nourish the campus wide soil for the seeds of our work to take root in. We must continue to do this within a larger effort to deepen our connections with our off-campus community as well.
Student Involvement and Leadership Center

Mission
The Student Involvement and Leadership Center provides space and context for uncommon dialogue to explore purpose and realize potential.

Outcomes
As a result of our work, students will:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate higher than current levels of critical thinking in new situations and problems.</td>
</tr>
<tr>
<td>2.</td>
<td>Exhibit civility when approaching conflict.</td>
</tr>
<tr>
<td>3.</td>
<td>Show flexibility and adaptability in challenging situations.</td>
</tr>
<tr>
<td>4.</td>
<td>Articulate what they have learned from the past and present and apply this knowledge to future experiences.</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate higher than current levels of self-efficacy in new situations.</td>
</tr>
<tr>
<td>6.</td>
<td>Identify root causes to social issues.</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrate higher than current levels of understanding of the experiences of others in local, national, and global communities.</td>
</tr>
<tr>
<td>8.</td>
<td>Display humanitarian values, such as being committed to social justice, engaging in social responsibility, and serving as positive social change agents.</td>
</tr>
<tr>
<td>9.</td>
<td>Show awareness of personal thoughts, beliefs, and feelings.</td>
</tr>
<tr>
<td>10.</td>
<td>Articulate personal passions, values, and goals.</td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrate decision-making that is socially and personally responsible.</td>
</tr>
<tr>
<td>12.</td>
<td>Exhibit accountability to themselves and others for choices and actions.</td>
</tr>
<tr>
<td>13.</td>
<td>Contribute positively to a group.</td>
</tr>
<tr>
<td>14.</td>
<td>Demonstrate an understanding of the needs and feelings of others.</td>
</tr>
<tr>
<td>15.</td>
<td>Exhibit an ability to engage others.</td>
</tr>
<tr>
<td>16.</td>
<td>Exhibit the ability to implement plans of action.</td>
</tr>
<tr>
<td>17.</td>
<td>Demonstrate the ability to effectively prioritize tasks.</td>
</tr>
<tr>
<td>18.</td>
<td>Be able to effectively articulate their set of skills gained from co-curricular experiences.</td>
</tr>
<tr>
<td>19.</td>
<td>Show an ability to navigate organization procedures to achieve goals.</td>
</tr>
<tr>
<td>20.</td>
<td>Articulate a sense of affinity to Boise State University.</td>
</tr>
<tr>
<td>21.</td>
<td>Articulate a sense of connection to the campus community.</td>
</tr>
</tbody>
</table>
2015-2016 Assessment

Outcome
7. Demonstrate higher than current levels of understanding of the experiences of others in local, national, and global communities.
8. Display humanitarian values, such as being committed to social justice, engaging in social responsibility, and serving as positive social change agents.

University Learning Objective
4,5,6

Program/Service
Alternative Break Service Trips and LEAD 225 Class

Method
Pre- and Post-trip survey administered to participants of five service experiences in Jamaica, California, Utah, Zion National Park, and Oregon.

Data Analysis
Quantitative and Qualitative

Results
Participants wrote that their commitment to civic engagement has increased, discomfort in conversations around social justice issues and systems of power, privilege, and oppression has decreased, and that their service experience was “Very Meaningful.”

Use of Results
Data will be used to support continued development of educational components of the Alternative Break program.

Outcome
11. Demonstrate decision-making that is socially and personally responsible.
12. Exhibit accountability to themselves and others for choices and actions.
18. Be able to effectively articulate their set of skills gained from co-curricular experiences.
21. Articulate a sense of connection to the campus community.

Program/Service
Sorority and Fraternity Life

Method
Fraternity and Sorority Experience Survey

Data Analysis
Quantitative
Results
Participants reported joining fraternities/sororities for friendships, personal development, and leadership development and that participation had a positive effect on their sense of campus community. Commonly cited chapter problems and participant thoughts on new member programs were also reported.

Use of Results
Data will be used to evaluate current curriculum and inform the creation of future programmatic efforts geared toward members of fraternities and sororities.

Outcome
15. Exhibit an ability to engage others.
16. Exhibit the ability to implement plans of action.
17. Demonstrate the ability to effectively prioritize tasks.
19. Show an ability to navigate organization procedures to achieve goals.

Program/Service
Student Organizations

Method
Survey administered to student organization leaders and advisors in Spring 2016

Data Analysis
Quantitative and Qualitative

Results
Participants reported that involvement in student organizations has increased their abilities to engage others, implement plans of action, prioritize tasks, and navigate organization procedures to achieve goals.

Use of Results
Student feedback will be used to make informed decisions about how to continue to support student organization leaders, members, and their advisors. Data will also be used to determine what revisions need to be made in our services to improve the student organization experience for students and advisors.
Executive Summary

Introduction
The Student Involvement and Leadership Center provides fraternity and sorority advising and programming, student organization training, development, and services, leadership development programs, campus events and activities, and civic engagement opportunities to the Boise State University community.

Assessment
The department’s assessment initiative has 21 outcomes with 10 being assessed during 2015-2016. Specific programs focused upon included Alternative Break Service Trips, Sorority and Fraternity Life, and Student Organizations. Surveys were used to gather data.

Results
Student participants in Alternative Break Service Trips in 2016 reported increased understandings of the experiences of others in local, national, and global communities as a result of program participation. Additionally, students wrote in post-trip reflections that their participation increased their commitment to social justice issues.

In fall of 2015, 450 students from across the fraternity and sorority community participated in the Fraternity and Sorority Experience Survey. This survey evaluated a range of learning outcomes related to organization membership. Results showed that personal development, leadership development, and friendship were major motivations in joining fraternities/sororities. Students also indicated that due to their participation, they became more connected to the campus community. Alcohol usage was the most commonly reported problem within chapters. Approximately 1/4 of participants identified a lack of education related to sexual misconduct and violence in new member programs.

An end-of-year survey was used to collect responses from student organization leaders and advisors surrounding four outcomes of student development: the ability to engage others; the ability to implement plans of action; the ability to effectively prioritize tasks; and the ability to navigate organization procedures to achieve goals. Survey responses demonstrate that involvement in a student organization has a positive impact upon the ability of students to exhibit these outcomes. Advisor responses support the students’ self-reports based on observations of student leaders involved in the organizations.

Moving Forward 2016-2017
Educational elements of the Alternative Break Service Trip program will continue to be refined in the 2016 - 2017 academic year. LEAD 225: Civic Engagement and Leadership, new to the program this year, will be offered again to program participants. Continued assessment will be done on outcomes 6, 7, 8, and 9.

Fraternity and Sorority Life assessment efforts in 2016 – 2017 will focus upon students’ understanding of brotherhood and sisterhood concepts. Dyad Strategies LLC, a research, educational assessment, and strategic planning firm, will conduct an assessment program on
perceptions of brotherhood/sisterhood with our fraternity and sorority community in fall 2016. This assessment is related to outcomes 2, 11, 12 and 15.

Responding to student organization leader and advisor feedback, the department will take a deeper look into how best to address the needs of student organizations. Services may include implementing trainings, identifying how students and advisors are currently accessing resources and information, as well as providing opportunities for social interaction and networking to enhance relationship building.

Additionally, in the coming year staff will assess campus events and activities to better understand how this programming impacts student perceptions of affinity to Boise State University. Marketing and promotional efforts of programs and services will be assessed for effectiveness. These assessment efforts are related to outcomes 15 and 21.
Departments Reporting to the Dean of Students

CARE Program

Mission
CARE program provides support services to students and community members to assist with resolution of conflict, responses to concern for self or others, and encouragement to individuals to become authors of personal and community change.

Outcomes
As a result of the work that we do:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate effective problem solving skills.</td>
<td>Complete Withdrawal (CW) advising</td>
</tr>
<tr>
<td></td>
<td>Student Emergency Fund (SEF) Student support appointments</td>
</tr>
<tr>
<td>Students feel better equip to effectively address their presenting challenges.</td>
<td>CW advising, SEF appointments, Student Support Appointments</td>
</tr>
<tr>
<td>Students recognize behaviors of concern and use appropriate reporting mechanisms.</td>
<td>New Student Orientations</td>
</tr>
<tr>
<td></td>
<td>CARE program marketing</td>
</tr>
<tr>
<td></td>
<td>CARE presentations to students</td>
</tr>
<tr>
<td>Individuals who submit CARE reports feel confident in the CARE reporting process.</td>
<td>CARE team follow-up contact and interventions</td>
</tr>
<tr>
<td>Students involved with the Impact Scholars Program (ISP) increase opportunities for meaningful social and professional engagement.</td>
<td>ISP events, community events, Presentations</td>
</tr>
<tr>
<td>Students involved with the Impact Scholars program (ISP) are able to describe a connection between their college experience and their career goals.</td>
<td>Impact Scholars – College to Career mentorships</td>
</tr>
<tr>
<td>Students increase their awareness about their financial health including spending habits, borrowing, and financial goal setting.</td>
<td>Buckless Broncos campaign</td>
</tr>
</tbody>
</table>
2015-2016 Assessment

Outcome
1. Students will demonstrate effective problem solving skills.

Service/Program
Complete withdrawal advising, student emergency fund and student support meetings.

Method
Rubric review of Spring 2016 meetings; using a 2 point scale (met or not met).

Data Analysis
Quantitative

Results
- Total # of appts: 149
  - CW: 44 (29%)
  - SEF: 25 (17%)
  - SS: 80 (54%)
- Percentage of students that met problem solving stage (n=149)
  - Stage 1: Student adequately identified problem. 99% total met (SS 98%)
  - Stage 2: Student identified nature/root cause of problem. 85% total met (SS 84%)
  - Stage 3: Student proposed solutions and strategies to get to desired solution. 89% (SS 84%)
  - Stage 4: Student evaluated potential solutions. 88% total met (SS 86%)
  - Stage 5: Student implemented solution: articulated a commitment such as timeframe and action steps. 91% total met (SS 86%)

Use of Results
Over half of measured appointments were SS, which had the most variance in students’ ability to meet the stages. They met Stages 3 and 5 5% less than the other appointment types. This warrants focusing on assessing SS appointments more closely, and perhaps tracking short and long-term progress of students developing problem-solving skills as a result of our ongoing work with them.

Outcome
3. Students recognize behaviors of concern and use appropriate reporting mechanisms.

Service/Program
Orientation sessions; UHRL trainings; CARE posters

Method
CARE report comparison to 2014-15

Data Analysis
Quantitative
Results
CARE reports submitted by students were up 66% (61 students submitted a CARE report) from the previous year.

Use of Results
Increase in reporting shows that promotion strategies are working. Continue with current outreach and messaging.

Outcome
7. Students increase their awareness about their financial health including spending habits, borrowing, and financial goal setting.

Service/Program
Scholarship open houses; Buckless Bronco presentations

Method
Post-program surveys

Data Analysis
Quantitative & Qualitative

Results
- 424 students participated in 11 Buckless Broncos presentations and campaign
- 100 students attended the 3 Scholarship Open Houses Spring 2016
- From the Buckless Broncos presentations:
  - 100% of surveyed respondents answered yes to "Did this presentation increase your knowledge about ways to improve your financial health?" (survey response rate: 69%)
- From feedback surveys about open houses:
  - 81% of respondents agreed with the statement: "I learned new information about scholarships." (survey response rate: 21%)

Use of Results
- The Buckless Bronco presentations have been successful for a wide range of audiences (first year residents, TRIO, academic classes). The best attendance and survey response rates were for presentations given in the classroom setting.
- The open houses had best the attendance rates when hosted by colleges. Also helpful was how these partnerships equipped staff volunteers with scholarship information to continue assisting students seeking scholarship assistance. Survey response rates were lower this year, but most likely due to the delay in sending out the surveys. Room for process improvement here.
Executive Summary

Introduction

The CARE program provides support to students and promotes a safe campus community. A multidisciplinary team disseminates information and resources to assess risk, provide early intervention, and encourage help-seeking behavior. Case management services support students experiencing life challenges, lacking support and/or exhibiting worrisome behaviors. A Student Emergency Fund (SEF) provides financial assistance to students in danger of withdrawing.

Assessment

- Students feel better equipped to effectively address their presenting challenges.
- Individuals who submit CARE reports feel confident in the CARE reporting process.

Surveys were sent to:

- Students who were awarded emergency funds.
- Individuals who submitted a CARE report.

Results

Out of 39 SEF surveys:

- 26 students completed the survey (67% response rate).
- 96% of students agreed or strongly agreed with the statement, “The funds I received helped alleviate the crisis/emergency I was facing at the time.”

Out of 108 CARE report surveys:

- 101 individuals completed the survey (93% response rate)
- 80% of respondents indicated they were satisfied or very satisfied with the follow-up contact they received
- 95% of respondents indicated they would use the CARE referral process again

Moving Forward 2016-2017

Based on assessment results, our goals moving forward:

- Better promote the Student Emergency Fund so more students are aware of this program
- Assess the impact of other programs and services that address the needs of students experiencing challenges
**Educational Access Center**

**Mission**
The Educational Access Center provides leadership to the Boise State University community and guides achievement of the University’s goal of creating a high-quality educational experience for all students. The Educational Access Center empowers students to accomplish their educational goals by advancing access and facilitating independence.

**Outcomes**
As a result of the work that we do:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of students with disabilities who use services at the EAC will persist in their educational goals and graduate.</td>
<td>Meetings with the Educational Access Coordinators (EAC) and/or Social Work intern</td>
</tr>
<tr>
<td>Students using services will develop and demonstrate self-advocacy skills.</td>
<td>Meetings with EACs and Social Work Intern; Use of Access Portal to request accommodations each semester; Friday Follow-up emails</td>
</tr>
<tr>
<td>Students using accommodations will develop an understanding of how their decisions and actions affect the accommodation process.</td>
<td>Follow up discussions with EAC and/or Social Work intern; feedback from staff coordinating alternative format, note taking and testing.</td>
</tr>
<tr>
<td>Students using assistive technology will become proficient in using technologies as a tool for academic success.</td>
<td>Assistive technology training sessions/workshops</td>
</tr>
<tr>
<td>Student workers in the EAC will have an increased understanding of diverse populations.</td>
<td>Student worker training, interactions with students receiving accommodations</td>
</tr>
<tr>
<td>Faculty will understand the basics of Universal Design in Instruction.</td>
<td>EAC partnerships with the IDEA shop, eCampus course designers; EAC sponsored webinars/educational opportunities; outreach to individual faculty about captioning and technology use in the classroom</td>
</tr>
</tbody>
</table>
2015-2016 Assessment

Outcome
2. Students using services will develop and demonstrate self-advocacy skills.

Service/Program
Use of Access Portal to request accommodations

Method
Track number of students requesting accommodations by the end of the first week of class.

Data Analysis
Quantitative

Results
● 13% increase in number of students requesting accommodations
● FY 16 total # of requests: 2786
● FY 15 67% requests made before 1st day of class; 22% made first week of the semester
● FY 16 70% requests made before 1st day; 19% made in first week of semester

Use of Results
Continue Friday Follow e-mails to students who have not requested accommodations prior to first day of class.

Outcome
4. Students using assistive technology will become proficient in using the technology as a tool for academic success.

Service/Program
SmartPen training was revamped to include practice sessions and developing overall note taking skills

Method
User survey; interviews; training observations

Data Analysis
Quantitative /qualitative

Results
● 42% strongly agreed and 25% agreed that the SmartPen training was a good value
● 33% strongly agreed they are taking better notes using the SmartPen, 25% agree, 25% disagree, and 17% strongly disagree

Use of Results
● Continue with the basic SmartPen training course and develop a Power User course for students to learn to improve their overall note taking skills and learn note taking strategies for STEM classes
Executive Summary

Introduction
The Educational Access Center (formerly the Disability Resource Center) works with students, staff, and faculty to promote and create inclusive educational environments for students with disabilities. Focus this year was on encouraging self-advocacy skills by making requesting accommodations for returning students more user friendly and creating a note taking curriculum for students using SmartPen assistive technology.

Assessment
- Students using services will develop and demonstrate self-advocacy skills
- Students using assistive technology will become proficient in using the technology as a tool for academic success

Self-advocacy skills were measured by the number of students who requested academic accommodations by the end of the first week of class in the 2015-2016 academic year compared to the number of students who requested academic accommodations by the end of the first week of class during the 2014-2015 academic year.

SmartPen curriculum and impact were assessed through a survey, personal interviews with students completing the training, and observations of the training sessions.

Results
- In the 2014-2015 academic year (Summer 14 through Spring 15), 405 students made a total of 2358 requests for accommodations in their classes
  - 67% (15576) were made prior to the first day of class and an additional 22% (529) were made within 7 days after the semester started
- In the 2015-2016 academic year (Summer 15-Spring 16), 458 students made a total of 2786 requests for accommodations in their classes
  - 70% (1939) were made prior to the first day of class and an additional 19% (533) were made within the first 7 days of the semester
    - Students are being very proactive in requesting accommodations through Access Portal and have accommodations arranged at the start of the semester
- Seven students completed the SmartPen training sessions and participated in the survey.
  - Two students provided additional feedback via a personal interview
    - All respondents said they regularly use their SmartPens to take notes in their classes and all agreed or strongly agreed that they capture more key concepts covered in lectures using the SmartPen than by their previous note taking methods
    - Interestingly, 42% did not feel that they were producing better quality notes
      - Respondents suggested more focused training on how to take notes and use the SmartPen in STEM classes
    - The two students interviewed felt that using the SmartPen helped them improve their grades
Moving Forward

- Continue to track the number of students requesting accommodations by the 7th day of classes.
- Offer introductory SmartPen training and an additional Power User training for students who are experienced SmartPen users. This training would focus on note-taking strategies in STEM classes.
- Use the SmartPen training template to develop curricula for other assistive technology such as screen readers and dictation software.
Gender Equity Center

Mission
The Gender Equity Center (formerly the Women’s Center) empowers students to achieve their academic goals by providing educational outreach, support services and a safe place. The Center promotes active citizenship and focuses primarily on gender-related issues, encouraging dialogue about the social construction of gender and how gender intersects with race, ethnicity, class, sex, sexual orientation, ability, age and nationality.

Outcomes
As a result of our programs and services:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program participants critically analyze how topics relating to gender equity, LGBTQ, and healthy relationships impact their community and/or relate to their personal experiences.</td>
<td>Standard workshops: Constructing Healthy Communities, Bringing in the Bystander, LGBT 101, and Ally Development</td>
</tr>
<tr>
<td>Participants reflect on and/or describe the positive impact they can have through LGBTQ allyship, bystander intervention, or micro activism.</td>
<td>Standard workshops: Constructing Healthy Communities, Bringing in the Bystander, and Ally Development</td>
</tr>
<tr>
<td>Participants identify campus or community resources where they can access additional support or information relating to gender equity, LGBT identity, and relationships.</td>
<td>LGBT 101</td>
</tr>
<tr>
<td>Student staff members develop high level competence around issues related to gender, sexual orientation, healthy relationships and awareness of self.</td>
<td>Training, Organizing workshops or events, journals, team and 1:1 meetings, evaluations, goal setting</td>
</tr>
<tr>
<td>Student staff and event co-sponsors effectively execute programs utilizing a complex skill set of leadership skills and experiences, such as: organizing, processing, working in groups, designing transformative experiences</td>
<td>Event planning, promoting, facilitating and assessing; Co-sponsorship communications</td>
</tr>
</tbody>
</table>
2015-2016 Assessment

Outcome
Student staff members develop high level competence around issues related to gender, sexual orientation, healthy relationships and awareness of self.

Service/Program
Training, 1:1 meetings, semesterly evaluations, goal setting, event planning

Method
Qualitative, discussion, documentation, reflection on skills, program evaluations, logs.

Data Analysis
Use qualitative data to tell a story about team and individual growth of student staff over the last year. Use student evaluations to mark individual progress toward content understanding, professional development, and contribution to team.

Results
Growth will be evidenced by more articulate thought, well-planned programs, critical reflection, and conversations with supervisor. Evaluations will show a progressively higher ranking in content understanding, professional development, and contribution to team.

Use of Results
Data is used to improve content, staff training, program execution, incorporate higher level learning into event planning. Individual plans and goals will be made in collaboration with student.

Outcome
Student staff and event co-sponsors effectively execute programs utilizing a complex skill set of leadership skills and experiences, such as: organizing, processing, working in groups, designing transformative experiences.

Service/Program
Event planning, promoting, facilitating and assessing; Co-sponsorship communications.

Method
Likert Scale evaluation on co-sponsorship and event planning experience, based around a specific program. Qualitative questions to describe more in depth.

Data Analysis
Group average to assess achievement of learning outcomes. Overview/highlights of qualitative data.

Results
Participants indicate a greater competence in Event planning, promoting, facilitating and assessing; Co-sponsorship communications as evidenced by ranking 4 or 5 out of 5.
Use of Results
Data is used to improve relationship building, developing student leaders, knowledge sharing among the GEC and student cosponsors.

Executive Summary

Introduction
The Gender Equity Center (GEC) leads the campus as the primary office facilitating in-person, student-focused programs examining issues related to gender and sexual orientation. To the campus and greater community, staff provide program consultation, advocacy, and crisis support. The Center also features three computer stations, a lactation room, and two physical spaces intended to build community and create space for critical conversations related to the above areas of focus.

Assessment
Gender Equity Center focuses on five learning outcomes, two of which were addressed this year: (4) Student staff members develop high level competence around issues related to gender, sexual orientation, healthy relationships and awareness of self; (5) Student staff and event co-sponsors effectively execute programs utilizing a complex skill set of leadership skills and experiences, such as: organizing, processing, working in groups, and designing transformative experiences. These outcomes were assessed through supervisory and team meetings, the development and facilitation of programs, and post event surveys, as detailed in the above assessment table.

Results
From their first shift in the Gender Equity Center to their last, student staff are provided with a sundry of individual and group development opportunities, of which they make strong use. This year, we were able to see growth of each staff member in the reflective comments of their evaluations, as well as their willingness to engage in social justice conversations and self-reflection, and their development, facilitation, and assessment of programs. Quotations are shared throughout this section, to give voice to the experiences of staff.

- **Content knowledge:** Students consistently report (100% on both fall and spring semester evaluations) that working at the Gender Equity Center provides them the opportunity to gain valuable content knowledge that relates not only to their job, but other facets of their life.
  
  - "I'd like to note that I've been able to incorporate the information I learn here into my academic and personal life. I think the stuff I've learned not only helps me on the job but also in school and the 'real world'."

- **Professional development:** In reviewing student evaluations, we observed that in 80% of fall semester and in 100% (5 out of 5) of spring semester self-evaluations, students specifically noted how their position at the GEC allowed their public
speaking and presentation skills to improve, including engaging their audience and responding to unexpected questions asked by participants.

- “I have improved in my presentation skills, and feel more capable than I did at the beginning of even this semester in problem-solving in the moment when presentations don’t go perfectly.”

- **Contribution to the team:** A clear acknowledgement of the supportive team environment and the desire to build more relationships and collaborations through the Gender Equity Center is noted in every evaluation.

  - “This semester I have collaborated really well with the staff, especially the HR team. The three of us have been able to brainstorm and create some really great programs together.”

- Upon review of the shift logs kept by students, it is apparent that the Gender Equity Center provides a place for students to truly interact and become passionate about social justice topics as well as build professional skills. On a weekly basis, students take the initiative to share articles and information about intersectionality, feminism, gender roles, and more; note support of one another’s programs, discuss how their presentations have gone, and ask questions of each other relating to content and goals. Conversations sparked by these logs can often be heard throughout the office and by report of staff in team and supervisory meetings, continue into the classroom and personal relationships.

Through this largely qualitative and observational data, we assert that the highly-interactive style and development-centric focus within the center were effective in fostering an environment where staff continued to develop in their ability to understand and process complex topics, develop professionalism, and support the overall efforts of the team.

In addition to the content and professional development of the team, the center focused heavily on the leadership development of co-sponsors and staff. Co-sponsorship is an important part of the event planning process in which we build connections with student organizations to exchange information, build cohesive programming, network, and raise more awareness of the work that both the GEC and student organizations do.

- The GEC shared post event surveys with staff and co-sponsors. Not all co-sponsors participated in the process. Out of 111 items assessed, 77% of respondents agreed that the co-sponsorship process helped them build skills in organizing, processing, working in groups, and designing transformative experiences.

- Additionally, student co-sponsors shared statements about how the process strengthened their connections to peers, encouraged critical thinking, and focused on topics important to them.

  - “I really enjoyed this event. My group was extremely excited to participate and most of us got to experience it. I liked hearing everyone’s opinions on the topic because it gave me
different viewpoints on how to perceive the world. This event opened up my eyes on the different parts of the world and what they go through.”

- “The screening of the Illusionists was definitely a positive experience. Discussion questions definitely help others to start think critically.”

- “My experience with this event was fantastic. The team I worked with was awesome and the event went off very well. The issue of women in engineering is something that should be addressed because women add a unique perspective to our ever growing need for new technologies. The opportunity for women to take a commanding position in the technology industry is there, undergraduate female students should continue to be encouraged to pursue their degrees in STEM majors to secure their future roles in this growing and expansive industry.”

- “This was by far the best planned event I have been apart of. Everything was together and everything was thought out. Seriously, great job, you made it increasingly easy for my chapter and I to cosponsor. We would definitely be open to more cosponsoring opportunities.”

It is clear through the assessment of this outcome that staff and cosponsors grew in their ability to execute programs using a complex set of leadership skills and experiences.

Moving Forward
The set of data reviewed for outcome four turned out to be quite sizable, encompassing hundreds of shift logs, numerous staff presentations and programs, and approximately twenty staff evaluations. A more streamlined or limited method of tracking would be helpful, such as collecting data throughout the year rather than reflecting on all areas annually.

For outcome five, collection of feedback from co-sponsors is often delayed. More intensively involving co-sponsors in planning and putting on events (where desired) to create greater buy-in, requesting post-survey responses closer to the date of the event, and establishing incentivized feedback are all likely to yield a stronger picture of actual experiences.

As for future assessments, co-sponsorship is core to our work and it is worthwhile to continue to focus on this outcome to better understand experiences as well how our office can improve such partnerships. Additionally, it would be helpful to expand assessment of partnership experiences with faculty and staff, as this is another demographic with whom the office regularly partners. Such information would provide insight on best methods of marketing programs or partnerships, the success of partnerships, and faculty/staff satisfaction with experiences designed for the classrooms or other related groups.
Student Rights and Responsibilities

Mission
Student Rights and Responsibilities (SRR) promotes an environment where civil discourse occurs free from discrimination, harassment, threats, or intimidation, and where the University’s Statement of Shared Values is upheld by all members of the university community.

Outcomes
As a result of the work that we do:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to articulate the impact their decisions have had on themselves, other individuals and the community.</td>
<td>Student conduct meetings, reflection papers</td>
</tr>
<tr>
<td>Students can identify alternative choices that can be made in order to contribute to a positive, healthy community.</td>
<td>Student conduct meetings, reflection papers</td>
</tr>
<tr>
<td>Students in conduct meetings will articulate their personal values and the relationship of their values to their behaviors</td>
<td>Student conduct meetings, reflection papers</td>
</tr>
</tbody>
</table>

2015-2016 Assessment

Outcome
1. Students are able to articulate the impact their decisions have had on themselves, other individuals and the community.

Service/Program
Conduct Process

Method
Rubric of conduct meetings and reflection papers using a three point scale, not met, met, and integrated.

Data Analysis
Quantitative - descriptive statistics

Results
77% of students found responsible met or integrated objective 1.

Use of Results
Continue to use rubric and learning outcomes to support consistency for all hearing officers. Note consistency between smaller sample Spring 2015 and this year and refocus assessment on sanctions for 2015-2016.

Outcome
2. Students can identify alternative choices that can be made in order to contribute to a positive, healthy community.
Service/Program
Conduct Process

Method
Rubric of conduct meetings and reflection papers using a three point scale, not met, met, and integrated.

Data Analysis
Quantitative - descriptive statistics

Results
- 81% of students found responsible met or integrated L.O. #2
- 73% of students found not responsible met or integrated L.O. #2

Use of Results
Continue to use rubric and learning outcomes to support consistency for all hearing officers. Note consistency between smaller sample Spring 2015 and this year and refocus assessment on sanctions for 2015-2016.

Outcome
3. Students in conduct meetings will articulate their personal values and the relationship of their values to their behaviors.

Service/Program
Conduct Process

Method
Rubric of conduct meetings and reflection papers using a three point scale, not met, met, and integrated

Data Analysis
Quantitative - Descriptive statistics

Results
- 78% of students found responsible met or integrated L.O. #3
- 86% of students found not responsible met or integrated L.O. #3

Use of Results
Continue to use rubric and learning outcomes to support consistency for all hearing officers. Note consistency between smaller sample Spring 2015 and this year and refocus assessment on sanctions for 2015-2016.
Executive Summary

Introduction
Students Rights and Responsibilities (SRR) is a functional area within the Office of the Dean of Students (DOS). Hearing Officers for behavioral conduct are located within DOS or Housing and Residence Life. Academic integrity related conduct cases are initially heard by the instructor of the course with any reviews of the original decision and/or cases where a student has multiple violations being heard by a board convened by SRR. SRR houses and updates the Code of Conduct and trains all hearing officers and board members working to uphold our shared values through fair and consistent educational processes.

This year SRR expanded our focus on creating a consistent conduct experience for students engaged in the behavioral conduct process. Through increasing last year’s pilot assessment program to include all Housing Residence Life cases heard by the SRR Graduate Student, Resident Directors and the Conduct Coordinator. Updated processes and trainings were implemented throughout SRR and Housing and Residence Life to support this initiative.

Assessment
A rubric was developed in Fall 2014 to assess the learning that was occurring within the conversation students had with their hearing officer and within their reflection papers. All above referenced hearing officers applied this rubric to all of their in-person conduct meetings and reflection papers for students found responsible in Fall 2015 and for students found responsible and not responsible in Spring 2016.

The rubric measuring both outcomes was applied to each meeting and assigned reflection paper from within the sample.

Results
A total of 388 students were involved in administrative hearings in the sample outlined above; 277 students were found responsible and 111 were found not responsible. Of the 277 students found responsible, 77% “met” or “integrated” learning outcome #1, 81% “met” or “integrated” learning outcome #2 and 78% “met” or “integrated” learning outcome #3. Of the 111 students found not responsible, despite the finding that they did not violate the code, the conduct process still resulted in 73% of students with a “met” or “integrating” outcome for learning outcome #2 and 86% of students with a “met” or “integrating” outcome for learning outcome #3.

Moving Forward
The rubric will continue to be used to train conduct hearing officers including board members, as it seems to assist in creating a structure for the meetings and honing the purpose of the reflection papers, ultimately supporting the goal of creating consistency and education within the conduct process.

As these results have remained consistent from a smaller sample of hearing officers to a larger one and over the course of two academic years, we will now shift our assessment focus to measuring effective sanctions for the upcoming academic year.
Departments Reporting to the Associate Vice President for Enrollment Services

Admissions

Mission
The Office of Admissions generates and cultivates relationships with future Boise State alumni and those who influence their decision to attend Boise State. We recruit, admit and encourage enrollment of qualified future alumni who can benefit from the Boise State experience and contribute to the community, state, and nation upon graduation. We promote Boise State’s commitment to student success, lifelong learning, community engagement, innovation, and creativity. We promote Boise State’s dedication to research, internships, and the region’s economic vitality and cultural enrichment.

Outcomes

Marketing & Communications

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective students (9th grade and up) have a high perceived value of</td>
<td>Marketing &amp; Communications</td>
</tr>
<tr>
<td>the academic and social offerings at Boise State</td>
<td></td>
</tr>
<tr>
<td>Prospective students have sufficient information to envision</td>
<td>Marketing &amp; Communications</td>
</tr>
<tr>
<td>themselves at Boise State</td>
<td></td>
</tr>
<tr>
<td>High school seniors choose Boise State</td>
<td>Marketing &amp; Communications</td>
</tr>
</tbody>
</table>

Processing

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective students will complete the admissions requirements and</td>
<td>Processing</td>
</tr>
<tr>
<td>receive an admissions decision within the target two-week time frame</td>
<td></td>
</tr>
<tr>
<td>Prospective students will express satisfaction with the application</td>
<td>Processing</td>
</tr>
<tr>
<td>and admissions process.</td>
<td></td>
</tr>
<tr>
<td>Prospective students will experience a smooth, transparent application</td>
<td>Processing</td>
</tr>
<tr>
<td>process.</td>
<td></td>
</tr>
</tbody>
</table>
### Systems

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective students will experience a smooth application process with accurate and timely tracking of documents, data and decisions.</td>
<td>Systems</td>
</tr>
<tr>
<td>Prospective students can expect their data to be accurate, accessible and secure.</td>
<td>Systems</td>
</tr>
</tbody>
</table>

### Recruitment & Campus Visits

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective students will apply and enroll at Boise State</td>
<td>Recruitment &amp; Campus Visits</td>
</tr>
<tr>
<td>Prospective students will be involved and connected once they are at Boise State</td>
<td>Recruitment &amp; Campus Visits</td>
</tr>
<tr>
<td>Prospective students will express satisfaction with the content and experiences provided during events and visits.</td>
<td>Recruitment &amp; Campus Visits</td>
</tr>
</tbody>
</table>

### Customer Service

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customers will express satisfaction with responses to their questions and information regarding their next steps</td>
<td>Customer Service</td>
</tr>
<tr>
<td>Customers will be provided competent, friendly and timely service</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>
## Learning Outcomes

### Employees

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how their role serves the mission and vision of the office, the division, and the university</td>
<td>Employment in Admissions</td>
</tr>
<tr>
<td>Identify and develop skills to successfully collaborate with a diverse range of colleagues and work styles.</td>
<td>Employment in Admissions</td>
</tr>
<tr>
<td>Feel training (both onboarding and ongoing) is sufficient that their job can be done comfortably</td>
<td>Employment in Admissions</td>
</tr>
<tr>
<td>Use tools and resources available for their professional development</td>
<td>Employment in Admissions</td>
</tr>
<tr>
<td>Feel supported in an office culture that values individual worth and contribution, regardless of task</td>
<td>Employment in Admissions</td>
</tr>
<tr>
<td>Feel supported in an office culture where they are free to voice their professional opinion</td>
<td>Employment in Admissions</td>
</tr>
<tr>
<td>Accept constructive criticism and grow from feedback</td>
<td>Employment in Admissions</td>
</tr>
<tr>
<td>Identify transferable skills they are gaining as a result of their position</td>
<td>Employment in Admissions</td>
</tr>
<tr>
<td>Identify trends and larger issues that influence the work that we do</td>
<td>Employment in Admissions</td>
</tr>
</tbody>
</table>

### Student Employees

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will gain valuable and marketable skills to prepare them for future professional endeavors</td>
<td>Student Employees</td>
</tr>
<tr>
<td>Will be productive members of a team and understand the dynamics affecting a professional workplace</td>
<td>Student Employees</td>
</tr>
</tbody>
</table>
Volunteers

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will experience an increased connection to Boise State, feel valued, and continue in their quest to being a lifelong Bronco</td>
<td>Volunteers</td>
</tr>
<tr>
<td>Will gain valuable and marketable skills to prepare them for future opportunities</td>
<td>Volunteers</td>
</tr>
</tbody>
</table>

Interns & Graduate Assistants

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will learn and develop professional and leadership skills</td>
<td>Interns &amp; Graduate Assistants</td>
</tr>
<tr>
<td>Will become a brand ambassador for Boise State Admissions; they will be able to knowledgeably market Boise State to multiple, diverse audiences through effective verbal and written communication</td>
<td>Interns &amp; Graduate Assistants</td>
</tr>
</tbody>
</table>

2015-2016 Assessment

Outcome
Prospective students will apply and enroll at Boise State.

Service/Program
Recruitment of traditionally underserved prospective students.

Method
Mosaic program

Outcome
Prospective students will apply and enroll at Boise State.

Service/Program
Recruitment of high-achieving prospective students.

Method
Capitol Scholars program
Outcome
Prospective students will apply and enroll at Boise State.

Service/Program
Recruitment of prospective transfer students.

Method
Bronco Connect program

Outcome
Prospective students have sufficient information to envision themselves at Boise State.

Service/Program
Recruitment of all three populations listed above.

Method
Targeted communication plans to the three target sub-populations listed above.
EXECUTIVE SUMMARY

MOSAIC

Introduction
The Office of Admissions hosts juniors and seniors, mainly from Idaho, on the Boise State campus each year for the Mosaic program. Students have the opportunity to learn about life as a Bronco, participate in leadership activities, and interact with campus partners. This year, Mosaic was on Wednesday, March 23rd, which was spring break week in the Treasure Valley and many parts of Idaho.

Invites are sent to students who meet two of the following criteria:

- Ethnic minority historically underrepresented in higher education in Idaho (Native American, African American, Hispanic-American descent)
- Refugee/asylum seeker
- Financial need
- First generation college student

The goal is to maintain or increase the number of Mosaic students who apply and enroll at Boise State.

Assessment

Outcomes related to Mosaic:
- Prospective students will apply and enroll at Boise State
- Prospective students will express satisfaction with the content and experiences provided during Mosaic.

Data came from Mosaic attendance counts and university enrollment as measured by census date data. Mosaic attendees completed a post-event survey.

Results
- A total of 1,525 students were invited to Mosaic in spring 2016
- 54 students attended the event: 48 high school seniors and 6 juniors
- As of June 9, of the 48 high school seniors who attended 77% (37) have enrolled or registered for an orientation program
- As of June 9, of the 863 high school seniors who were invited and did not attend 19% (166) have enrolled or registered for an orientation program
- Of the 54 students who attended Mosaic, 100% rated the program “good” or “excellent”
Respondents liked:
- The opportunity to learn about academic offerings
- Learning about student life at the University
- Engaging with Boise State’s “friendly” students and staff
- Students suggested that Boise State provide bus transportation

Additionally, campus partners had the opportunity to provide feedback via a post-event survey. Overall campus partners liked the program, the diversity of Boise State participants, and felt that it was well organized. A faculty member suggested a change in “physical setting” of the faculty panel to better accommodate student/faculty interaction. A student panelist felt that a Boise State staff member was portraying the University as being more diverse than the reality. A staff member indicated that Boise State should consider hosting events for specific groups since groups had particular needs (refugees, Latinos, Native students).

Moving Forward
The success of the program is evident with the high percentage of high school seniors who are enrolled or registered for an orientation program. However, there is a need to grow the number of Mosaic attendees.

Admissions is moving Mosaic 2017 to Saturday, February 11, 2017 in order to meet with students prior to the February 15th scholarship deadline. Also by hosting the program earlier in the year, Admissions will likely reach more students who are in the college decision making process. Additionally, by moving from a Wednesday to Saturday it will avoid schedule conflicts with high schools.

This year, Admissions will explore hosting separate events for underrepresented student groups to best address specific needs and challenges (Latino students, Native American students, and Refugee students) or to host workshops addressing these specific needs at Mosaic.
CAPITAL SCHOLARS

Introduction
Capital Scholars are Idaho high school juniors who rank in the top 10 percent of their high school classes. The Office of Admissions invites Scholars and guests to campus to learn more about Boise State and to recognize their academic achievements with a banquet and an award ceremony. Scholars have the opportunity to submit an essay to compete for a $5,000 renewable scholarship to Boise State, with second- and third-place finishers receiving a $3,000 and $1,500 renewable award, respectively. Since 2012 all program attendees receive a one-time $500 textbook scholarship for use at Boise State.

Assessment

The 142 Scholars who attended the spring 2016 event are rising high school seniors who will likely enroll at a college/university in fall 2017.

Outcomes related to Capital Scholars:
- Students will be more likely to attend Boise State after attending Capital Scholars
- Students will be more satisfied with the revamped awards banquet, which has traditionally been the lowest ranked portion of Capital Scholars

Scholars completed a post-event survey.

Results
- Prior to Capital Scholars 13% of students stated that they were definitely coming to Boise State. After Capital Scholars, 38% plan to definitely come to Boise State.
- Prior to Capital Scholars 71% of students stated they were definitely coming to Boise State or that Boise State was in their top 3-5 college choices. After Capital Scholars, 96% stated they were definitely coming to Boise State or that Boise State was in their top 3-5 college choices.
- In 2015, 34% ranked the Capital Scholars awards banquet as excellent. In 2016, 54% of attendees indicated that it was an excellent banquet.
- In 2015, 76% ranked the Capital Scholars awards banquet as excellent or good. In 2016, 84% of attendees indicated that it was a good to excellent.

Moving Forward
In the past, scholars were individually recognized on stage with a certificate. With over 140 students in attendance, this ceremony became quite long and irrelevant to the other students and guests. A change that was made in 2016 was to recognize the scholars with a personalized certificate and photo during check-in and announce the scholars as a whole during the banquet ceremony. Based on the survey that was sent out, students and guests appreciated the personalized touch of the certificate and the speed at which the banquet ceremony took place.

Students have historically competed for scholarships in an essay competition. If funding allows, Admissions proposes that each attendee receives a $1,500 one-time scholarship
versus a $500 textbook scholarship and the possibility of a larger renewable scholarship. The goal is to attract more Capital Scholars attendees and to have more high-ability students commit to Boise State University.

The campus tour currently provided during the Capital Scholars event is a full tour of campus that includes a general overview of academics. Admissions hopes to move forward with a more specialized academic driven tour. This tour would group students into like majors and provide them the opportunity to tour lab and classroom space while hearing from faculty or staff in that department.

Interactive presentations can provide a unique experience for students as well as help them to differentiate between multiple college’s academic departments. With that, Admissions hopes to begin with a formal welcome ceremony and then break off into the specialized tour of campus. Instead of returning to the Student Union Building for academic workshops, students and guests will attend a 45-minute session in an academic classroom. This could be an engaging and interactive presentation taught by esteemed faculty.

After the academic workshop, students would return to the Student Union Building where they could hear from and interact with targeted clubs, organizations, and internships on campus. Such clubs could include honor societies, Space Broncos, Green Speed and Delta Upsilon.
BRONCOCONNECT

Introduction
BroncoConnect provides a smooth and efficient transfer process from College of Western Idaho (CWI) to Boise State upon completion of an associate’s (A.A.), associate of science (A.S.), or associate of applied science (AAS) degree.

BroncoConnect Benefits:

- Guaranteed admission to Boise State, upon successful completion of a College of Western Idaho A.A., A.S., or AAS degree (Limited and selective access programs may require additional admissions requirements/processes.)
- Seamless transfer, with all College of Western Idaho academic credits transferring to Boise State
- Priority registration for your first semester at Boise State
- Dedicated Boise State transfer enrollment counselor at College of Western Idaho to facilitate the application process
- Coordinated academic advising between Boise State and College of Western Idaho
- The choice of any edition of the Boise State catalog, provided that the catalog was published and was in force while you were enrolled at Boise State and/or College of Western Idaho, and provided that the catalog is no older than six (6) academic years at the time of your graduation from Boise State University

Assessment

Outcomes related to BroncoConnect:

1. Prospective students will apply and enroll at Boise State

Results

- A total of 75 College of Western Idaho students signed up for BroncoConnect for fall 2015
  - Of the 75 students, 58 applied for fall 2015
  - Of the 75 students, 42 enrolled for fall 2015
  - The fall 2015 overall yield for BroncoConnect students was 56%
- A total of 254 College of Western Idaho students have signed up for BroncoConnect for fall 2016.
  - Of the 254 students, 168 applied for fall 2016
  - Of the 254 students, 120 enrolled for fall 2016
  - The fall 2016 prospect to enrolled yield for BroncoConnect students was 47%
  - The fall 2016 admit to enrolled yield for BroncoConnect students was 78%
Moving Forward
The BroncoConnect program is well respected due to Boise State’s flexibility and availability on the CWI campuses. Boise State is represented at various CWI campuses, special events, classroom visits. Additionally, strong relationships have been built with staff, faculty, and student leaders.

It is key to offer BroncoConnect students benefits that go above and beyond assistance that is provided to other transfers. The promotion of BroncoConnect could be enhanced with the establishment of designated scholarships, a designated BroncoConnect orientation program, application fee waivers, and automated/free transcript requests from CWI.

A main concern of BroncoConnect students is the transferability of credits. It is important to create and update articulation agreements/transfer guides for all majors.

Admissions should continue to grow the transfer communication plan, including print pieces, especially items related to BroncoConnect.

At this time, Admissions is holding office hours at the CWI Pintail Building on Thursdays in a common area. The location is not ideal for advising appointments due to a lack of student privacy. Office space is tight for CWI staff, but it would be helpful to have designated office space at Pintail.

This upcoming year, Admissions will CWI to put into place a BroncoConnect Project Manager Intern who will be able to help the Senior Transfer Enrollment Counselor.
COMMUNICATION EFFORTS TO MULTICULTURAL, HIGH ABILITY AND TRANSFER STUDENTS

Introduction
The importance of providing timely, vital, and appealing content to students who are interested in the various aspects of Boise State is crucial to allowing students to visualize themselves as Boise State students. Given the growth and growth goals of the University, it is imperative to increase the bandwidth of the Admissions Communications Team to better serve multi-cultural, high-ability, and transfer students with robust communications.

Assessment

Outcomes related to Communication Efforts
Prospective students will have sufficient information to envision themselves at Boise State.

Results
Current bandwidth within Admissions Communication team only allows for minimal communications to each of these audiences:

- **Multi-Cultural Population**: Event-related communications for Mosaic and Dream For Tomorrow; Trio exports; Student Success
- **High-Ability Population**: Event-related communications for Capital Scholars, Breakfast with Honors, Evening with Honors; Honors College acceptance email and letter; Honors College BroncoVenture invites and Orientation Booklet; Honors College Info Presentation and Honors Pre-Show Looper
- **Transfer Population**: BroncoConnect logo, CWI kiosk website, Transfer Checklist, Transfer Search Piece, BroncoConnect Contact Card, Transfer Info Card, Transfer Communication Email plan (6), support call jobs to transfer students

Moving Forward
Ways to grow communication efforts to these populations have been identified, but hinge on increasing the Admissions Communication Team with additional staffing.

Multi-Cultural Population:
- Develop a full and robust communication plan

High-Ability Population:
- Implement Honors Attribute allowing for a complete Honors-specific communication plan to both attract students, follow them through the Honors application process, and attend an Honors-specific BroncoVenture Orientation
- Work with the Honors College to do year-round calling between a current Honors College student to interested high school students

Transfer Population:
● Create a hardcopy letter that would be mailed to students promoting BroncoConnect
● Develop the ways we can communicate with BroncoConnect students in Connect (add in a mail plan)
● Fund transfer marketing IP targeting and official transfer print materials
● Improve the Admissions Transfer website
Financial Aid and Scholarships

Mission
The Financial Aid and Scholarships office provides education and information, guidance, and support for individuals and families interested in the financial aid process.

In this role we:
- process applications
- determine eligibility
- exercise stewardship over funds
- adhere to the rules and regulations governing the distribution of aid
- minimize procedural barriers, and
- provide efficient service to students who have completed the necessary requirements.

Outcomes
As a result of our services:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have access to federal, state and institutional financial aid</td>
<td>File FAFSA, Submit verification documents</td>
</tr>
<tr>
<td>Students are offered an accurate financial aid package</td>
<td>Financial Aid Processes</td>
</tr>
<tr>
<td>Financial aid is disbursed in a timely manner to pay fees on the student account</td>
<td>Financial Aid Processes</td>
</tr>
<tr>
<td>Boise State University is compliant with state and federal regulations regarding the awarding of state and federal (Title IV) aid</td>
<td>Financial Aid Processes</td>
</tr>
<tr>
<td>Students and families will be satisfied with the level of service they receive from the Financial Aid and Scholarships Office</td>
<td>Financial Aid Customer Service, Campus and community outreach, Appointments with Financial Aid counselors</td>
</tr>
<tr>
<td>Boise State University is compliant with NCAA Bylaw, Article 15 - Financial Aid Rules and Regulations – in the awarding, tracking and administering of all athletic aid</td>
<td>Athletic Award Processing</td>
</tr>
</tbody>
</table>
Current and prospective students will have easy access to an online scholarship application process. "Academic Works" Online Scholarship Application

2015-2016 Assessment

Outcome
Students are offered an accurate financial aid package.

Service/Program
FSA Assessments required for schools participating in the QA program

Method
Randomly select 10 independent students & 10 dependent students to perform a complete file review to ensure all eligibility requirements were met and that student aid was accurately awarded and disbursed.

Data Analysis
Systems Team provided the random selection of students who received federal financial aid in the 2014-2015 academic year. The following eligibility factors were checked: citizenship; financial aid history; financial need; regular student in eligible program; valid SSN; drug related offense; verification; academic qualifications (high school diploma); Selective Service match; and Satisfactory Academic Progress.

Results
The assessment was completed November 2015.

Use of Results
In the review process, it was found that two students did not receive full subsidized loan eligibility. As a result, an action plan was prepared which will be monitored for corrective action. One student was found to have conflicting loan records in COD and NSLDS, which was subsequently resolved.

Outcome
Boise State University is compliant with state and federal regulations regarding the awarding of state and federal (Title IV) aid.

Service/Program
FSA Assessments required for schools participating in the QA program

Method
Gainful Employment Disclosures assessment to develop policy and procedures for Gainful Employment Disclosures. The annual deadline for the updates is January 31.
Data Analysis
After a review of all applicable regulations and other authority, a policy/procedure was developed and approved by the Director, Financial Aid Office and the Dean of the Graduate College.

Results
Templates were updated and placed on websites for all Boise State GE programs by the January 31st deadline. We received a phone call from the US Department of Education on February 1, 2016 checking on the disclosures.

Use of Results
Developed action plan to audit websites periodically to ensure the disclosures are properly displayed. An audit in late February revealed that several disclosures were improperly displayed, which was conveyed to the Graduate College.

Outcome
Students and families will be satisfied with the level of service they receive from the Financial Aid and Scholarships Office.

Service/Program
Student & family satisfaction survey

Method
Financial Aid Student Satisfaction survey will be sent to students who have appointments with FAO counselors.

Data Analysis
Customer Satisfaction Survey was distributed to 500 randomly selected students from those who have “F16ASK” comments, which means they have called or stopped in the office for assistance.

Results
Response rate from students was very disappointing—only 27 responses.

Use of Results
With such a poor response rate, this designed experience was abandoned. A survey link will be added to email responses from FAQuest to assess customer satisfaction for next year.

Outcome
Students have access to federal, state and institutional financial aid.

Service/Program
File FAFSA
Submit verification documents
Method
Annual Statistics

Data Analysis
Monitor and track students receiving aid and the volume of aid awarded by category; document significant changes in any category.

Results
Annual Financial Aid Statistics Report

Use of Results
Statistics are shared with upper administration.

Outcome
Boise State University is compliant with state and federal regulations regarding the awarding of state and federal (Title IV) aid.

Service/Program
Financial Aid Processes

Method
Required annual A-133 external audit, as well as periodic internal audits

Data Analysis
A-133 audit

Results
At completion of field-work audit, Moss Adams reported no audit findings.

Use of Results
Continue to strive for clean audit findings each year. Clean audit is indicative that Boise State is compliant with Title IV regulations for awarding financial aid.
Executive Summary

Introduction
The Financial Aid and Scholarships Office is responsible for accurate awarding and disbursing of financial aid and scholarships to eligible students. It is our responsibility to provide financial aid advising to students and families. In providing these services, we comply with federal, state and NCAA regulations.

Assessment

- Students have access to federal, state and institutional financial aid
- Students are offered an accurate financial aid package
- Boise State University is compliant with state and federal regulations regarding the awarding of state and federal (Title IV) aid
- Students and families will be satisfied with the level of service they receive from the Financial Aid and Scholarships Office

Three outcomes are assessed each year; this year an additional assessment was added:

- Assessment 1: The Financial Aid Annual Statistics report in which disbursed aid in the form of loans, grants, scholarships and work-study are reported for the academic year. Current year figures are compared to the two most recent years to identify changes.
- Assessments 2 & 3: Each May we are required to participate in an A-133 audit to look at compliance and internal controls. The audit considers whether the organization has controls in place to comply with federal rules and regulations, as well as controls to ensure financial statements are not materially misstated. A “clean” audit is a measure of compliance with Title IV regulations regarding awarding of federal financial aid.
- Assessment 2: As a Quality Assurance (QA) institution, Boise State University is required to complete two assessments from a list provided by the Department of Education. The first assessment we completed was the complete file review of 10 independent and 10 dependent student files.
- Assessment 3: As a Quality Assurance (QA) institution, Boise State University is required to complete two assessments from a list provided by the Department of Education. The second assessment was to develop written policies and procedures to ensure institutional compliance with Gainful Employment disclosures.
- Assessment 4: A student survey was conducted to determine student level of satisfaction with the level of service students receive in the Financial Aid and Scholarships Office.

Results

- Annual statistics were compiled on the types of aid and number of students awarded by type. There continues to be a decline in the number of students applying for aid, the number of students receiving aid and both the number of students awarded and the total federal aid awarded. For example, in 2013-14,
$84,889,153 was awarded in federal loans. In 2015-2016, that figure dropped to $78,375,830. At the same time, scholarship dollars and number of recipients continue to increase.

- Moss-Adams annual external audit had no findings for 2015-2016, reflecting compliance with Title IV policies and regulations.
- In the complete file review for the first QA assessment, all eligibility requirements for the students were accurately determined. However, two students were not offered the full amount of subsidized loans for which they were eligible, and one student had conflicting loan records in COD and NSLDS, which was subsequently resolved.
- In the second QA assessment, written policies and procedures were developed for ensuring that Boise State is compliant with the annual Gainful Employment Disclosures required by the Department of Education.
- Surveys were sent to 500 randomly selected students from those who have “F16ASK” comments, meaning they have called or stopped in the office for assistance. Response was very poor—only 27 students responded—less than .5%. As a result, this assessment will be repeated in 2016-17.

**Moving Forward**

- Continue to compile statistics on federal/state aid and scholarships awarded annually. Track changes in the number of students receiving aid, as well as the types of aid offered.
- Continue to perform the annual A-133 audit, required of all institutions awarding Title IV aid.
- Continue to focus on a clean audit, reflecting compliance with federal, state, and institutional policies and regulations.
- Continue to place significant effort on accurately awarding aid and complying with Title IV regulations. With the increasing complexity of regulations around enrollment reporting, Perkins loan awarding, and Gainful Employment reporting and disclosures, this goal is becoming progressively more difficult.
- In Fall, 2016, we will gather student feedback on customer service on the financial aid office.
New Student & Family Programs

Mission
New Student & Family Programs makes the transition to Boise State less stressful and complicated for students and their families by creating connections, providing important information, and assisting with the navigation of university processes through comprehensive orientation and transition programming.

As a result of attending a BroncoVenture Orientation:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to identify the procedures and relevant academic</td>
<td>Academic &amp; Registration Support Sessions</td>
</tr>
<tr>
<td>and relevant academic resources in place to successfully construct their</td>
<td>College Advising Sessions</td>
</tr>
<tr>
<td>first-semester schedule.</td>
<td></td>
</tr>
<tr>
<td>Students make meaningful connections with established peers and</td>
<td>Academic Welcome by Provost’s Office</td>
</tr>
<tr>
<td>professionals to assist them in identifying areas for future academic</td>
<td>Small Group Time</td>
</tr>
<tr>
<td>and co-curricular involvement opportunities.</td>
<td>Campus Partner Breakout Sessions</td>
</tr>
<tr>
<td>Students recognize the importance of their role in the Boise State</td>
<td>Office of the Dean of Students Session: “Bronco</td>
</tr>
<tr>
<td>community through their support of the University Shared Values and the</td>
<td>Student Experience”</td>
</tr>
<tr>
<td>Student Code of Conduct.</td>
<td></td>
</tr>
<tr>
<td>Students interpret the university’s academic terminology and utilize</td>
<td>Academic &amp; Registration Support Sessions</td>
</tr>
<tr>
<td>when applicable.</td>
<td>College Advising Sessions, OL</td>
</tr>
<tr>
<td></td>
<td>Small Group Time</td>
</tr>
<tr>
<td></td>
<td>Campus Partner Breakout Sessions</td>
</tr>
<tr>
<td></td>
<td>Throughout the program</td>
</tr>
<tr>
<td>Students create meaningful connections and feel an affinity to Boise</td>
<td>All sessions and group time, evening sessions</td>
</tr>
<tr>
<td>State,</td>
<td></td>
</tr>
<tr>
<td>Family members are able to appropriately identify resources and staff</td>
<td>“Bronco Family Communication”</td>
</tr>
<tr>
<td>available to best support their student’s transition to the Boise</td>
<td>“The Academic Experience”</td>
</tr>
<tr>
<td>State community.</td>
<td></td>
</tr>
<tr>
<td>Family members create meaningful connections to Boise State and feel</td>
<td>Throughout the Family Session (all resources</td>
</tr>
<tr>
<td>an affinity to the university.</td>
<td>mentioned above)</td>
</tr>
</tbody>
</table>
As a result of serving as a student staff member:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain knowledge of the university’s history and organizational structure in building stronger relationships with campus partners and incoming students.</td>
<td>OL Training, Orientation Programs</td>
</tr>
<tr>
<td>Students are able to demonstrate their personal leadership style and character strengths as they relate to working with students and families.</td>
<td>Throughout all programs during summer Throughout ongoing team meetings/debriefs</td>
</tr>
<tr>
<td>Students are able to develop the cultural competency, communication skills, and professional confidence needed to contribute meaningfully to any diverse workplace.</td>
<td>OL training Throughout all programs during the summer Throughout all team meetings/debriefs</td>
</tr>
</tbody>
</table>

As a result of participating in Parent & Family Weekend:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Program/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent and family members have deepened relationships with Boise State and fellow Bronco Family members by learning to better navigate the Boise landscape and discover future involvement opportunities.</td>
<td>President’s Tailgate Special Welcome Receptions with resources available to them beyond the weekend</td>
</tr>
</tbody>
</table>

**2015-2016 Assessment**

**Outcome**
Students are able to identify the procedures and relevant academic resources in place to successfully construct their first-semester schedule.

**Service/Program**
Academic & Registration Support sessions College Advising Sessions

**Method**
Post-BroncoVenture Learning Outcome Assessment

**Data Analysis**
Mixed survey

**Results**
91.01% of total respondents felt confident navigating my.boisestate to register for classes.

92.69% agree that they understand how to craft a class schedule for future semesters.

Use of Results
Opportunity for continued growth. Will use student and family feedback for improvement.

Outcome
Student recognize that the university cares about their success and they are familiar with the university shared values.

Service/Program
Office of the Dean of Students Sessions: “Bronco Student Experience”

Method
Post-BroncoVenture Learning Outcome Assessment

Data Analysis
Mixed survey

Results
- 97.2% of respondents felt the university cares about their success as a student.
- 97.2% of respondents said they have a better understanding of the university shared values.

Use of Results
Opportunity for continued growth. Will use student and family feedback for improvement.

Outcome
Family members are able to appropriately identify resources and staff available to best support their student’s transition to the Boise State community.

Service/Program
“Navigating the Details”, “The Academic Experience”

Method
Post-BroncoVenture Learning Outcome Assessment

Data Analysis
Mixed survey

Results
- 87.21% of respondents felt they made connections with campus resources and staff.
● 100% of respondents felt they understood resources designed to support their student during a difficult time.
● 100% of respondents felt they understood resources in the areas of advising, degree planning and overall academic enhancement.

Use of Results
Opportunity for continued growth. Will use student and family feedback for improvement.

Outcome
Parent and family members have deepened relationships with Boise State and fellow Bronco Family members by learning to better navigate the Boise landscape and discover future involvement opportunities.

Service/Program
President’s Tailgate, Special Welcome Receptions with resources available to them beyond the weekend, Family Orientation

Method
Post Parent & Family Weekend Satisfaction Assessment, Post BroncoVenture Learning Outcome Assessment

Data Analysis
Mixed survey

Results
● 60% of respondents felt they had deepened connections to Boise State faculty, staff and resources.
● 58% felt they made connections with other Bronco family members.
● 97.3% indicated increased confidence in their student’s decision to attend Boise State.
● 90.5% gained insight into their student’s college experience.
● 96% said they had a greater appreciation for the city of Boise.

Use of Results
Opportunity for continued growth. Will use student and family feedback for improvement. Reevaluate LOs in this category.
Executive Summary

Introduction
New Student & Family Programs provides programming and outreach such as BroncoVenture Orientation and Parent & Family Weekend to ensure new students and their families experience a positive and smooth transition to our university community.

Assessment

- Students are able to identify the procedures and relevant academic resources in place to successfully construct their first-semester schedule.
- Students feel the university cares about their success and are familiar with university shared value.
- Family members are able to appropriately identify resources and staff available to best support their student’s transition to the Boise State community.
- Parent and family members have deepened relationships with Boise State and fellow Bronco Family members, faculty and staff; they grew their appreciation of Boise, the city.

Used Qualtrics to develop and administer a BroncoVenture Orientation survey. Following each orientation, sent a link to the survey to all student and guest attendees and recorded data in the following four groups: traditional first-year students, transfer students, traditional student guests, transfer student guests. The mixed-type survey examined alignment with intended outcomes as well as satisfaction.

Survey questions addressed the following: advising and course registration, Make College Count! session, Bronco student Experience session, Navigating the Details session, family participation, and overall Bronco Venture experience.

Surveyed Parent & Family Weekend attendees; after the event sent a mixed-type satisfaction survey.

Results

See data above.

Moving Forward

BroncoVenture Orientation
- Provide more content and instruction related to the use of my.boisestate.
- Clarify learning outcomes with the DOS to be targeted through “Student Experience” session.

Parent & Family Weekend
● Offer more opportunities for family members to connect with Boise State faculty, staff, current students and other members of the Bronco Family (by curating the program to have clear high-profile moments where community convenes).
● Explore opportunities to highlight campus resources.
Office of the Registrar

Mission
The Office of the Registrar upholds the mission of Boise State University by providing quality support and personalized service to the academic community, with emphasis on integrity and accuracy of academic records, registration, enrollment data, course administration, policy enforcement and graduation.

As a primary information resource for the university community, we effectively communicate policies and procedures to students, alumni, faculty, and staff. We are dedicated to assisting our students with successful navigation through their academic journey.

Outcomes
As a result of our work:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Program/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>All academic records are handled with accuracy, confidentiality and in a</td>
<td>Transcript Processing, Transfer Credit Evaluations, Residency</td>
</tr>
<tr>
<td>timely manner to maintain the integrity of the record.</td>
<td>FERPA Training, FERPA Support, Graduation Evaluations, Grades</td>
</tr>
<tr>
<td></td>
<td>Transcript cleaning process, Athletic Certification, Special Registration</td>
</tr>
<tr>
<td></td>
<td>Processes</td>
</tr>
<tr>
<td>Academic planning and processing is consistent with university goals and</td>
<td>Query Requests, Schedule Development,</td>
</tr>
<tr>
<td>responsive to the needs.</td>
<td>Academic Calendar, Student</td>
</tr>
<tr>
<td></td>
<td>Profile/Enrollment Data Reporting, Maintenance of catalog, curriculum and</td>
</tr>
<tr>
<td></td>
<td>Degree Audit, EOT processing, Appointment Processing</td>
</tr>
<tr>
<td></td>
<td>Course Registration (Strategic and Pre), Participation/engagement in university</td>
</tr>
<tr>
<td></td>
<td>committees</td>
</tr>
<tr>
<td>We provide exceptional customer service. We create an environment that</td>
<td>Orientation Lab Support, Orientation</td>
</tr>
<tr>
<td>fosters student persistence and graduation.</td>
<td>Presentations, Kiosk Area</td>
</tr>
<tr>
<td>Customers Served:</td>
<td>Phone, email, walk-in, online, Event Support (Grade Fair, Major Madness,</td>
</tr>
<tr>
<td>Students</td>
<td>BroncoDay, Super Saturday,</td>
</tr>
<tr>
<td>Faculty</td>
<td>BroncoWelcome, Faculty Resource Fair, etc.)</td>
</tr>
<tr>
<td>Alumni</td>
<td>Academic Department Support (English Placement, STEM summer registration etc).</td>
</tr>
<tr>
<td>Staff</td>
<td>Access to records and transcripts,</td>
</tr>
<tr>
<td>Other Offices</td>
<td>Online Scheduling Process, Online Major</td>
</tr>
<tr>
<td>Community</td>
<td></td>
</tr>
</tbody>
</table>
| Communication is appropriate, timely and effective. | Academic Calendar, Reporting, Annual Communication Plan  
Student Registration Campaign, Annual Report, FAQs, Webpage  
Social Media |
| University, state and federal policies are enforced in a fair and consistent manner. We seek to educate the university regarding policy. | Appeals Committee, FERPA Compliance, Annual Policy Revision  
Annual FERPA Statement, Residency, Athletic Academic Certification  
Athletic Eligibility Memos, Enrollment limit blocks (International & athletic) |
| Our staff are trained and prepared to meet our expectation of excellence. | Retreats, All Office Training, Team Building Release, Conferences  
Webinars, Software/Hardware tools, Area training, Skillsoft, HR trainings |

### 2015-2016 Assessment

**Outcome**
All academic records are handled with accuracy, confidentiality and in a timely manner to maintain the integrity of the record.

**Service/Program**
Transcript Processing, University Catalog and Scheduling, Residency Appeals, Transfer Evaluation, Graduation Evaluation, Grade Changes, Enrollment Verification, Communication to Students through Registrar Processes, FERPA Agreements and Training, PeopleSoft Roles and Permissions, NOLIJ Roles and Permissions and Defensive Queries

**Method**
Internal Audit

**Outcome**
Academic planning and processing is consistent with university goals and responsive to the needs.

**Service/Program**
Pre-Registration

**Method**
Internal Audit
Outcome
We provide exceptional customer service. We create an environment that fosters student persistence and graduation.
Customers Served:
- Students
- Faculty
- Alumni
- Staff
- Other Offices
- Community

Service/Program
Customer Service via email

Method
Ongoing Tell Us How We Did Survey

Outcome
University, state and federal policies are enforced in a fair and consistent manner. We seek to educate the university regarding policy.

Service/Program
FERPA Compliance

Method
Training and Enforcement Initiatives

Executive Summary

Introduction
Four Outcomes were identified that would be assessed in the Office of the Registrar this past year:

- All academic records are handled with accuracy, confidentiality and in a timely manner to maintain the integrity of the record (Outcome 1).
- Academic planning and processing is consistent with university goals and responsive to the needs (Outcome 2).
- We provide exceptional customer service. We create an environment that fosters student persistence and graduation (Outcome 3).
- University, state and federal policies are enforced in a fair and consistent manner. We seek to educate the university regarding policy (Outcome 5).
Assessment

- Outcome 1 was assessed by the Internal Audit and Advisory Services Office. The following areas were reviewed: Transcript Processing, University Catalog and Scheduling, Residency Appeals, Transfer Evaluation, Graduation Evaluation, Grade Changes, Enrollment Verification, Communication to Students through Registrar Processes, FERPA Agreements and Training, PeopleSoft Roles and Permissions, NOLIJ Roles and Permissions and Defensive Queries

- Outcome 2 was assessed by the Pre-Registration Committee.
- Outcome 3 was assessed via student survey.
- Outcome 5 was assessed via a self-assessment and review of process.

Results

- Outcome 1 – Our Internal Audit resulted in four commendable practices and two areas of recommendation.
- Outcome 2 – Goals had changed. Much of the course availability concerns had been addressed. Students were not having a good experience with this process and were dropping many, if not all, of their pre-registered courses. Pre-registration was discontinued.
- Outcome 3 – Survey in-progress.
- Outcome 5 – We have made significant improvements in our FERPA education and enforcement initiatives.

Moving Forward

- In support of Outcome 1, we will ensure that the residency determination procedures are formally documented and reviewed and approved by the University. We will also implement procedures to ensure that all appeal statuses are updated appropriately.
- In support of Outcome 2, we will participate in the newly formed committee to develop and facilitate Learning Communities to aid new students in retention and progression.
- Outcome 3 - Coming soon.
- In support of Outcome 5, we will continue to increase training efforts and assess our web presence. In addition, we will collaborate with Human Resources to explore the possibility of including FERPA training as part of the onboarding process in TALEO.